THE INSTRUCTOR

Toys from Scraps
Ethel Manley
Runner-up in the
Instructor '53 Art Contest

$2.00 a Year
5¢ Cents a Copy
September 1953

Here are teaching needs you'll want to help save you time and trouble. All are completely described in Beckley-Cardy's new Teacher's Buying Guide . . . but, you can select and order from this page now.

Beckley Cardy

Picture Posters to Build Up

Thousands sold each year. Each set contains complete background picture panels printed in outline on heavy paper. Colored paper, printed and keyed for cutting and pasting.

SOCIAL STUDIES

No. 700N. American Indian
No. 706N. Land Transportation
No. 707N. Air and Water Transportation
No. 708N. Eskimo Life
No. 709N. Dutch Life
No. 710N. Japanese Life
No. 711N. Desert Life
No. 712N. Pioneer Life
No. 713N. Life in China
No. 715N. The Circus
No. 716N. Life in Mexico
No. 717N. Swiss Life
No. 718N. Life in Brazil

Four panels, 12x36 in., in set. Price, per set, 75c; 6 or more sets, per set 68c

HOLIDAY

No. 702N. Halloween
No. 703N. Thanksgiving
No. 705N. Christmas
No. 714N. Holy Night

Four panels, 12x36 in., in set. Price, per set, 75c; 6 or more sets, per set 68c

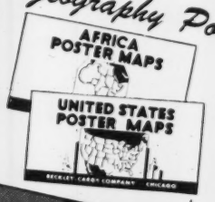
HISTORIC

No. 737N. Christopher Columbus
No. 738N. Early Explorers
No. 740N. National Shrines
No. 741N. National Capitol

Six panels, 12x18 in., in set. Price, per set, 60c; 6 or more sets, per set 54c

HALLOWEEN PICTURE POSTERS
LIFE IN MEXICO PICTURE POSTERS
AMERICAN INDIAN PICTURE POSTERS
TRANSPORTATION PICTURE POSTERS
HISTORIC POSTERS TO BUILD UP

Geography Poster Maps to Build Up



Simplify and vitalize physical, industrial, political, and social geography. Make geography a pleasure. Four 18x28 in. maps in each set printed on heavy paper. Colored paper, keyed to cut and paste, also included.

No. 720N. United States
No. 721N. South America
No. 722N. Mexico
No. 723N. Canada, Alaska
No. 724N. Australia, New Zealand
No. 725N. Africa

Price, per set, 95c; 6 or more, per set 86c

Number Workbooks

NEW TWO-COLOR WORKBOOKS. Outstanding for their simplicity, variety, logical development. Fundamental concepts are built up through carefully planned lessons illustrated in colors. Each 96 pages.

No. 220N. One To Ten. 1st book . . 68c
No. 221N. Take A Number. 2nd book . 68c

NUMBER TREE SERIES. Most popular of all number workbooks. Sequential development of exercises throughout the series.

No. 201N. Under The Number Tree Grade 1, Part 1 . . . . . 36c
No. 202N. In The Number Tree Grade 1, Part 2 . . . . . 36c
No. 203N. Around The Number Tree Grade 2, Part 1 . . . . . 40c
No. 204N. Over The Number Tree Grade 2, Part 2 . . . . . 40c

NUMBER FUN. Activity book for first grade. Pictures to draw and color supplement number teaching exercises.

No. 207N. 64 pages 36c

NUMBER ARITHMETIC TRAILS. For grades 1 to 6. A correlated series that applies arithmetic to everyday situations.

No. 211N. Grade 1, 96 pages 56c
No. 212N. Grade 2, 96 pages 60c
No. 213N. Grade 3, 128 pages 60c
No. 214N. Grade 4, 104 pages 60c
No. 215N. Grade 5, 128 pages 60c
No. 216N. Grade 6, 128 pages 60c

Phonics Workbooks

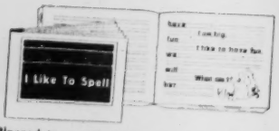
PHONIC FUN. A two-part development of phonic elements with word frequencies based on basic readers for grades 1 and 2.

No. 133N. Grade 1, 96 pages, 355 illustrations . . 52c
No. 134N. Grade 2, 72 pages, 188 illustrations . . 48c

BUILDING WORDS. Provides ear and eye training of basic sounds, singly and in combinations. Also aids in spelling, pronunciation, enunciation. Illustrated.

No. 135N. Through grade 1. 64 pages 40c

Spelling



I LIKE TO SPELL. Planned to provide the writing of words as a basis for learning to spell them. Set up in weekly exercises with room for tests and for recording missed words. Illustrations may be colored. No. 140N. 48 pages 40c

Reading Workbooks

MY WORKBOOK IN READING. A favorite series of 6 text-activity books for the first three grades.

No. 101N. Gr. 1, pt. 1.
No. 102N. Gr. 1, pt. 2.
No. 103N. Gr. 2, pt. 1.
No. 104N. Gr. 2, pt. 2.
No. 105N. Gr. 3, pt. 1.
No. 106N. Gr. 3, pt. 2.

Each book 44c

JACK AND JILL. Independent reading activity book for beginning first grade. No. 121N. Per copy 44c

PAT AND POLLY. May follow above with more advanced activities. No. 122N. Per copy 44c

Other Subjects

WRITING IS FUN. A workbook guide to manuscript writing. Space for practicing capital and small letters and numbers.

No. 160N. 96 pages . . . 56c

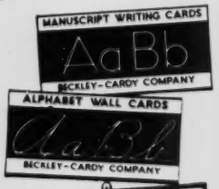
LIVING LONG AGO AND NOW. A textbook-workbook in social studies. Covers American life and its growth.

No. 320N. 160 pages . . . 60c

APPRECIATING CITIZENSHIP. Promotes knowledge and appreciation of citizenship and its responsibilities. For grades 7 and 8

No. 301N. 96 pages 56c

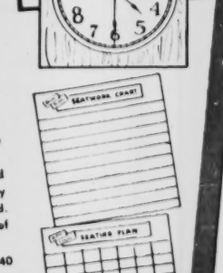
Wall Cards and Charts



ALPHABET WALL CARDS. Serve as a teaching aid and constant guide to correct penmanship. Capitals, small letters, and numbers. 14 cards 8½x17 inches in set. White letters.

LIFEGREEN BACKGROUND
No. 85CGN. Script $1.00
No. 85MGN. Manuscript . . . 1.00

BLACK BACKGROUND
No. 85CN. Script $1.00
No. 85MN. Manuscript 1.00



PEERLESS WALL CHART. Substantial wall chart slotted to firmly hold large type letter, word, sentence, or number cards. Washable surface. Size 34 x28 in. when open, folds to 17x28 in.

No. 802N. Each $4.95

EDUCATIONAL CLOCK DIALS. A simple, easy way to teach telling time. Cardboard dial, movable hands, Arabic numerals.

No. 12N. Teacher's 12-in. dial Ea. 60c
No. 4AN. Pupil's 3½ in. dial Dz. $1.80

PUPIL'S SEATWORK CHART. Adapted to any kind of pupil seatwork. Any standard seatwork cards can be used. Chart is 8½x9 in. with 10 rows of grooves for holding cards.

No. 807HN. Ea. . 35c; doz. . $3.40

SEATING PLAN. Changeable cards show assigned seating arrangement. Spaces to write in up to 63 pupil names. Size 8½x9 inches.

No. 901HN. Each 45c

Outline Posters To Color

Delightful seatwork. Instructive and entertaining. Outline pictures on heavy white paper, suitable for crayons or water colors. 12 different pictures to set, each 8½x10 in. Coloring instructions included.

HOLIDAY

No. 529N. Halloween
No. 530N. Thanksgiving
No. 531N. Christmas
No. 532N. Special Days

Per set of 12 pictures 35c
Any 6 sets, each 32c

SOCIAL STUDIES

No. 525N. Health Rules
No. 526N. Safety First
No. 527N. Good Conduct
No. 533N. Faraway Lands
No. 534N. Community Workers
No. 540N. Aircraft
No. 542N. Indians
No. 543N. Circus
No. 544N. Cowboys

Per set of 12 pictures 35c
Any 6 sets, each 32c

NATURAL SCIENCE

No. 535N. Fruits & Vegetables
No. 536N. Flowers
No. 537N. Farm Animals
No. 538N. Birds
No. 539N. Wild Animals
No. 541N. Zoo Birds

Per set of 12 pictures 35c
Any 6 sets, each 32c

Reading Readiness Picture Cards

Three sets of colorful cards that prepare pupils for reading. Each set covers essential phases of pre-reading practice in a variety of group and individual activities. Sturdy 8x10 in. cards with familiar pictures of objects and scenes.

LOOK—30 cards
No. 8101N. Set $1.00

HEAR—42 cards
No. 8102N. Set $1.40

TELL—19 cards
No. 8103N. Set $1.00

THIS COMPLETE TEACHER'S BUYING GUIDE CAN BE YOURS—

Ask for Your Copy TODAY

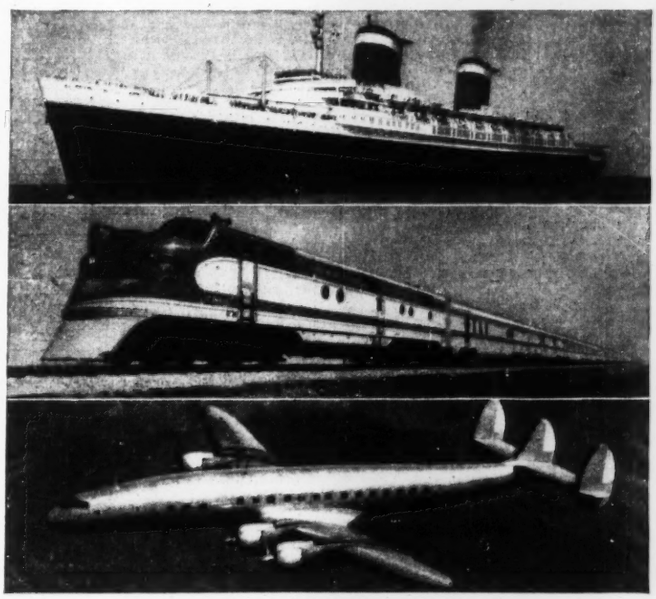
Beckley-Cardy Company

1634 Indiana Avenue • Chicago 16, Illinois

Serving the Nation's Schools Since 1907

TEACHERS: SEND REMITTANCE WITH YOUR ORDER FOR FASTEST SERVICE. ADD POSTAGE TO ALL PRICES.

SEE HOW THE MODERN GROLIER LIBRARY ORGANIZES REFERENCE MATERIALS BY UNITS TO FIT TODAY'S TEACHING METHODS



RELATED SUBJECTS LINKED

This is the classroom library that sustains student interest by *following your own teaching methods.* Here related materials are integrated into meaningful and interesting units made easy to find, easy to teach, and easy to learn.

How subjects that belong together are brought together. For example, when the student looks up the Story of Transportation in RICHARDS *Topical* ENCYCLOPEDIA he finds study units on sailing ships, railroads, bridges, harbors, canals, aviation, lighthouses, the ocean highway and its traffic and every other important subject relating to transportation.

The GROLIER LIBRARY consists of five sets of books carefully graded and continuously revised. The complete collection has been created to cover the needs of all school curricula. Sets may be purchased singly or in special groups* for the needs of individual classrooms.

**Substantial savings available on purchase of complete GROLIER LIBRARY.*

THE BOOK OF KNOWLEDGE—The comprehensive, 20-volume reference work that encourages children to read more.

RICHARDS TOPICAL ENCYCLOPEDIA—Fascinating 15-volume topical encyclopedia that contains hundreds of teaching units.

LANDS AND PEOPLES—7-volume work covering the whole field of World Geography and Social Studies.

THE BOOK OF POPULAR SCIENCE—Most modern and complete science reference library. 10 volumes.

GROLIER ENCYCLOPEDIA—Authoritative 10-volume, popular-priced encyclopedia alphabetically arranged for general reference.

THE GROLIER SOCIETY INC.
AND SUBSIDIARIES

2 West 45th Street, New York 36, N. Y.

America's largest publisher of encyclopedias and reference sets

The Encyclopedia Americana, Grolier Encyclopedia, The Book of Knowledge, Richards Topical Encyclopedia, Lands and Peoples, The Book of Popular Science.

WRITE TODAY FOR COMPLETE INFORMATION

THE GROLIER SOCIETY INC.
NATIONAL SCHOOL AND LIBRARY DIVISION
125 South 5th Avenue, Mount Vernon, New York.
Please send me your descriptive booklet about the GROLIER LIBRARY.

I am also interested in the following sets for my individual classroom needs. Send additional information.

☐ The Book of Knowledge
☐ Lands and Peoples
☐ The Book of Popular Science
☐ Richards *Topical* Encyclopedia
☐ Grolier Encyclopedia

NAME _____

SCHOOL _____ CLASS _____

STREET _____

CITY _____ STATE _____

Instructor 1-53

THE INSTRUCTOR

VOLUME LXIII • SEPTEMBER 1953 • NUMBER I

EDITOR

MARY E. OWEN

PRODUCTION EDITOR MARGARET L. MASON

ASSISTANT EDITORS

WILLIAM D. CONKLIN—*Travel*

RUTH BIRDSALL LOUISE ENGLEHARDT ROSEMARY SAHRLE

ELSE BARTLETT—*Art and Handcraft*

EDITORIAL ASSISTANTS

BETTY J. NOBLE MARIAN F. OWEN

STAFF ARTISTS

JAMES PALMER CYNTHIA AMRINE

EDITORIAL ADVISORY BOARD

MAURICE R. AHRENS
Director of Curricular Services, Public Schools, Corpus Christi, Texas

GENEVIEVE BOWEN
Elementary Supervisor and Curriculum Director, Bucks County, Pennsylvania

PRUDENCE CUTRIGHT
Department of Education, Macalester College, St. Paul, Minnesota

HELEN HEFFERNAN
Chief, State Division of Elementary Education and Rural Schools, Sacramento, California

ANNIE M. MCCOWEN
Professor of Elementary Education, Colorado State College of Education, Greeley, Colorado

YOUR COUNSELORS

Arithmetic—FOSTER E. GROSSNICKLE
Professor of Mathematics, State Teachers College, Jersey City, New Jersey

Art and Handwork—JESSIE TODD
Instructor in Art, Laboratory School, University of Chicago, Chicago, Illinois

Audio-Visual Aids—F. DEAN MCCLUSKY
Associate Professor of Education, University of California, Los Angeles

Child Development—PAUL L. HILL
Director of Educational Counsel, Public Schools, Winnetka, Illinois

Language—LOUISE OAKLEY
Supervisor of Elementary Education, Public Schools, Union City, Tennessee

Music—BEATRICE KRONE
Teacher, Idyllwild School of Music, Idyllwild, California

Reading—LUCILE H. LATTING
Consultant in Elementary Education, Colorado State Department of Education

Science—GLENN O. BLOUGH
Specialist in Elementary Science, U.S. Office of Education

Social Studies—HANNAH M. LINDAHL
Supervisor of Elementary Education, Public Schools, Mishawaka, Indiana

Coming Next Month

A **United Nations** Song to a familiar tune, with a Descant written by Elva S. Daniels

A stimulating article on Modern Educational Practices—**"Miss Ray Has a Visitor"**

More winners in the **Art Contest**

Halloween Plays, Verse, Stories, and a Song

Color Pages and **Big Pictures** for your Bulletin Board

Our Science Page—**Why Leaves Change Color** and **Heating a House**, with experiments to try

Published monthly except July and August by

F. A. OWEN PUBLISHING COMPANY

Instructor Park, Dansville, N.Y., U.S.A.

INSTRUCTOR EDUCATIONAL SERVICE, Dansville, N.Y. Elizabeth F. Noon, *Director*.

ADVERTISING OFFICES: *Chicago Office*, 75 East Wacker Drive, Chicago 1, R. C. Gilboy, Vice-President in charge of Advertising; *New York Office*, 9 Rockefeller Plaza, New York 20, John R. Fritts, Eastern Advertising Manager; *Home Office*, Dansville, N.Y., Lora Canfield; *Pacific Coast Representatives*, Simpson-Reilly Ltd., Suite 814, Central Tower, 703 Market St., San Francisco 3, Halliburton Building, Los Angeles 17. Member Audit Bureau of Circulations.

SUBSCRIPTION PRICE, in United States and possessions, Canada (U.S. currency), Cuba, Mexico, Panama, Dominican Republic, Haiti, Spain, Central and South America, except Guiana, $4.00 a year. In other countries $4.75 a year. A request for change of address must reach us by the 25th of the second month preceding the month's issue with which it is to take effect (25th day of September for the November issue, etc.). Give both old and new addresses. Address all communications to THE INSTRUCTOR, Dansville, N.Y.

Entered as second-class matter at Post Office, Dansville, N.Y., under act of March 3, 1879.

Copyright, 1953, by F. A. Owen Publishing Company. All rights reserved.

Your Workshop for This Month

ARTICLES, UNITS, AND SEATWORK

The Last Bell Rings on the First Day Back—Article — Peg I. Stapleton — 22
Club Your Discipline Problems! — Robert J. Nareau and Arlyn G. Sweeney — 23
Setting Up an Aquarium—Article — Paul E. Blackwood — 25
Science in the Home—I—The Fire Extinguisher — Henry Gould — 25
Amateur Radio in Public Schools—Article — Dorothy House Guilday — 27
Our Changing World—I—India, Pakistan and Kashmir—Resource Unit — Marian F. Owen — 28–30
Reading Readiness Seatwork — Irene Von Deben — 31
Bread and Wheat—Unit — Vienna R. Button — 33
Setting the Stage for Creative Art—Article — Jessie Todd — 64
Schoolyard Specimens—Article — Anne M. Novack — 66
Spelling—A Broader Concept—Article — Gwendolen P. Huri — 104
Plan Your Parent Conferences This Fall—Article — Mary Wheelock Gerth — 106
When Nationalities Mix in the Schoolroom—Article — Jess F. Blair — 108
Language Games — Bertha M. Coomer — 109
The Shoestring Game — Katherine Dissinger — 110
Another IF for Teachers—Poem — James F. Eubanks, Jr. — 110
New Ball Game — Edward J. Jam — 111

AUDIO-VISUAL AIDS

Reviews of New Records — Elva S. Daniels — 6
Filmstrips to Use in the Classroom — Irene F. Cypher — 8
Films You Can Show in Your School — Arthur F. Byrnes — 10
Come to School Safely—Frontispiece — 19
Every Day—Primary Picture Page — 24
Big Construction—Power at Work—Cartoon Page — 35
Sending the Message—Communication Poster — 61
Good Manners Make Eating Fun!—Poster — 68
How Cereal Is Made—From Grain to Box—The Story Behind Things We See Every Day — 70–71

FOR TEACHERS OF SPECIAL GROUPS

Kindergarten News
School Safety — Barbara Saunders — 32
Creative Music—Article — Eva Mirchin — 32
Five Strong Policemen—Poem — Dorothy Prochnow — 32
Lace Your Shoe—Handwork — Elizabeth Brown — 32
Working with Slow Learners
Posters and Charts for Teaching Good Citizenship — Corrie H. Hamer — 36
Teaching in the Country
That First Year—Article — Ellen J. Kleinsasser — 76
Pansies—Handwork — Ora Lee Stauffer — 76
Are You a Grasshopper?—Poem — Josephine van Dolzen Pease — 77

ART IN THE CLASSROOM

Enjoying Art — Else Bartlett — 26
Kindergarten Pictures That Grew in Tempera — Mary Alice Parmley — 49
Teaching Design with Paper Sculpturing — Isabelle Anthony — 50
"My Teacher Knows Me!" — Daisey Cook — 51
"I Told about My Family" — Carrie McManaway — 51
Alphabets That Work All Year — Dorotha Seeley — 52
Fun at the Fair — Esther M. Andersen — 53
Blueprinting Is More Than a Method — Vita Packard — 54
A Poster Lesson for September — Lucile Rosencrans — 55
Design Your Own Signature Handkerchief — Else Bartlett — 56
Fall Seeds Make Autumn Jewelry — Clara Burt — 56
Ideas Come to Life with Prang Products — 57–60

STORIES, SONGS, AND VERSE

Factual Stories for Middle and Upper Grades
Indian Joe Catches a Salmon — Dorothy Dill Mason — 34
About Apples — Laura A. Boyd — 34
Kindergarten and Primary Stories
Little Switch — Mary K. Armstrong — 37
What Does BB Mean? — Ruth Everding Libbey — 37
The Elephant Who Wanted to Fly — Flavia Gag — 39
Stories for Middle Grades
The Buckskin Folder — May Hall Thompson — 41
Those Next-Door Neighbors — Beth M. Applegate — 41
Upper-Grade Stories
Midnight — Vincent Rogers — 42
Paula Starts a New Year — Catherine Urban — 42
Songs
Little Black Cricket — Charles A. Donelson — 38
Skip to My Lou — Elva S. Daniels — 43
Verse for Various Uses — 40

DRAMATICS

Creative Dramatics — Ruth Birdsall — 45
Trumpet—A Story to Play — Mabel Watts — 45
A Stunt Program for Upper Grades — Bertha Eleeda Malcolm — 45
Eyes That See — Josephine Gray — 45
The Mystery of X Ray — Sister M. St. Luke — 94
The Safety Elves Visit First Grade—Play — Lena Blossom — 46
Who Has More Influence?—Play — George Kay — 46
Johnny, Wake Up!—Play — Madine G. Buckey — 47
Mary Escapes the Crosspatches—Play — Nellie Beverly — 47
Appleseed and the Promise Lily—Play — Harriett P. Crank — 48

EDITORIAL COMMENT

Talking It Over—Friendly Chats with the Editor — 4
What's New in 1953-54 — 13
From the Other Side of the Fence — Hope A. Diffenderfer — 14
The A in America Stands for Agriculture, Too — Ezra Taft Benson — 21

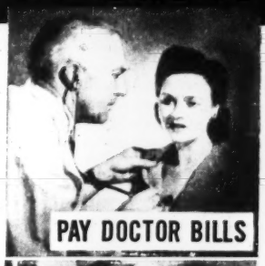
REGULAR FEATURES

Books for Children—Reviews — Christine Gilbert — 16
Books for Teachers—Reviews — Ruth M. Northway — 17
Travel Contest—Announcement of Prize Winners — 18
Fifty Years Ago in the Normal Instructor — 21
Day by Day for September — Esma Hackett — 44
Teachers' Help-One-Another Club — 62
Your Counselor Service — 64
Spotlight on Canadian Schools — John Henry Pepper — 67
Girls and Boys Section—Two Pages of Things to Make or Do — 73–74
Club Exchange — 102
New for You—Things You Can Buy — 114
First Class Mail—Letters to the Editor — 116

Let's Laugh, 7, 9 . . . . Special Events, 9
When You Submit a Manuscript, 12 . . . . Thank-You Contest, 15
Our Coupon Section, 102, 104, 106, 108, 109, 110, 112, 114, 116

Need Money? TEACHERS Can Borrow $50 to $600 *by mail.*

No One to See! No Cosigners Needed!



JUST RUSH APPLICATION AND NOTE BELOW FOR AMOUNT YOU NEED

Here is a confidential loan service for teachers who need money to further their education, to pay pressing bills and protect credit ratings. The cash is here for you now for any purpose. Just sign the short application and note below and mail it to us. Your request will receive immediate attention!

Now 4 REASONS WHY MORE AND MORE TEACHERS ARE USING THIS LOAN SERVICE

1 Teacher loans are made on signature only—no co-signers, no endorsers. No mortgages on car, furniture or personal property. School board, friends, merchants, will not know you are applying for a loan.

2 Convenient monthly installments pay loan out of future earnings. Payments budgeted to fit your income. Entire loan can be repaid at any time and you pay only for the time you use the money—no longer!

3 No principal during summer vacation. If your salary stops during the summer vacation, payments on principal stop also. This is an extra service of special value to teachers offered by State Finance Company.

4 The loan is made by mail from the privacy of your own home. You see no agents or credit managers—only you and we know about it. We guarantee strict privacy.

Yes, no matter where you live or teach, whether you are married or single, find out today how you may solve your money problem by mail. Today, this minute, fill out and mail the short Application and Note below. That's all you have to do. We'll speed the cash on its way to you as soon as they are approved. We guarantee satisfaction always. Our fifty year old organization is licensed and supervised by the Nebraska Banking Department. You can deal with us in complete confidence at Nebraska's fair interest rate. Select the amount you need from the chart below, then rush Application and Note.

CHOOSE THE PLAN THAT FITS YOUR BUDGET

	Cash Loan You Get	12 Payments	15 Payments	18 Payments	20 Payments
SELECT AMOUNT YOU WANT TO BORROW	$100	$10.07	$ 8.40	$ 7.29	$ 6.75
	200	20.09	16.75	14.53	13.43
	300	29.94	24.93	21.60	19.95
	400	39.39	32.70	28.26	26.05
	600	57.54	47.50	40.82	37.48

Interest is figured at 3% per month on loans up to $150. If the loan is over $150 interest is figured at 3% per month on the first $150 and 2½% per month on that part over $150 and not in excess of $300 and ¾ of 1% per month on any remainder of such unpaid principal balance. These rates are in accordance with the Nebraska law.

Old Reliable Company, Over 50 Years of Service.

STATE FINANCE COMPANY

410 KILPATRICK BLDG.
OMAHA 2, NEBRASKA

FILL OUT AND MAIL

FOR $50 to $600 - CUT OUT AND MAIL *TODAY!*

To State Finance Company, Dept. E-133
410 Kilpatrick Bldg., Omaha 2, Nebraska

Please accept my application for a loan. It is understood that after the loan is made I can return the money to you within 10 days and there will be no charge or cost whatsoever.

Amount you want to borrow (include present balance, if any) $..... On what date of month will your payment BE IN OUR OFFICE?.....

Age..... Amount earned per month..... Number of months you receive salary.....

Name and address of school you teach.....

How long with present employer..... Previous employment.....

Husband or wife's employment..... Salary per month $.....

To whom are payments on auto made? (Name)..... Town.....

Bank you deal with (Name)..... Town.....

Amount you owe bank? $..... Monthly payments? $.....

What security on bank loan?.....
List below OTHER Loan or Finance company (or person) you NOW owe on a loan:

$..... to (Name)..... (Add.).....

Pay rent or real estate payment to? (Name)..... Town.....

Purpose of loan .....

The following are all the debts that I have:

Full Amount I Still Owe	Paying Per Mo.	To Whom Owing	Address
$.....	$.....	.....	.....
$.....	$.....	.....	.....
$.....	$.....	.....	.....

FILE INFORMATION ONLY — Please list below relative information for our confidential files

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

Name of Relative..... (Relationship).....
Street..... Town..... State..... Occup.....

The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here _____ Street Address.....

Town..... County..... State.....

NOTE

Amt. of loan	1st pmt. due date	Final pmt. due date	Prin. and Int. pmt. in ..... Mo. pmts.	Mo. pmt. (except final) $	Final pmt. equal in any case to the unpaid principal and int.	Omaha, Nebraska Date .....

Agreed rate of interest. 3% per month on that part of the unpaid principal balance not exceeding $150 and 2½% per month on that part over $150 and not in excess of $300 and ¾ of 1% per month on any remainder of such unpaid principal balance; computed on the basis of the number of days actually elapsed, a month being any period of 30 consecutive days.

In Consideration of a loan made by STATE FINANCE CO. at its office in Omaha, Nebraska, in the principal amount above stated, the undersigned promise to pay to said company at its above office said principal amount together with interest at the above rate until fully paid.

Payment of principal and interest shall be made in consecutive monthly payments as above indicated beginning on the stated due date for the first payment and continuing on the same day of each succeeding month to and including the stated due date for the final payment.

NO PRINCIPAL PAYMENTS REQUIRED DURING MONTHS IN WHICH TEACHING SALARY IS NOT RECEIVED.

PERSONAL SIGNATURES REQUIRED →

Default in the payment of any instalment of the principal or charges, or either, shall at payee's option, without notice, render the then unpaid balance due and payable.

It is agreed that the validity and construction of this note shall be determined under and by virtue of the laws of the State of Nebraska.

This note and any evidence of security accompanying it are subject to acceptance by the payee at its office located as shown above. It is understood that if the loan is not approved, this note and any evidence of security accompanying it will be promptly returned to the undersigned.

_____

_____

(If married, both husband and wife must PERSONALLY sign)

RETURN THIS FORM PROMPTLY TO AVOID DELAY IN COMPLETING YOUR LOAN

TIMELY TEACHING AIDS

Use this Check List as your Order Blank

HECTOGRAPH UNITS

Printed in Duplicating Ink

	Grade	Price
☐ ABC Pre-Primer	(1)	$2.00
☐ Seatwork for Beginners	(1)	1.25
☐ Reading for Beginners	(1)	1.25
☐ Reading Readiness	(1)	1.50
☐ Number Readiness	(1)	1.50
☐ King Size Alphabet	(1)	1.25
☐ Mother Goose Book	(1)	1.00
☐ Pre-Primer Reading	(1)	1.50
☐ Circus ☐ Farm Friends	(1) (Each)	.60
☐ First Number Book	(1-2)	1.25
☐ Community Personalities	(1-2)	1.00
☐ Three Bears ☐ Circus	(1-2) (Each)	1.25
☐ Nursery Rhymes	(1-2)	1.50
☐ Picture Dictionary	(1-2)	1.25
☐ ABC for Me	(1-2)	1.25
☐ Phonics and Reading	(1-2)	1.50
☐ Farm Activity Unit	(1-2)	1.25
☐ Health, Safety & Manners	(1-4)	.50
☐ Fun with Phonics I	(1-2)	2.00
☐ Fun with Phonics II	(2-3)	2.00
☐ Phonics 1A and 1B	(1)	1.50
☐ Phonics 2A and 2B	(2)	1.50
☐ Phonics 3A and 3B	(3)	1.50
☐ Holidays of the Year	(2-3)	2.00
☐ Eskimo ☐ Indian	(2-4) (Each)	1.50
☐ China ☐ Holland	(3-4) (Each)	1.50
☐ Mexico ☐ Animals	(3-4) (Each)	1.50
☐ Science ☐ Community	(3-4) (Each)	1.50
☐ Holidays and Heroes	(3-4)	1.25
☐ Magic Keys to Phonics	(3-5)	1.50
☐ Science Studies	(3-6)	1.25
☐ Birds We Should Know	(All)	1.00
☐ Our Bird Neighbors	(All)	1.50
☐ First Music Book	(All)	1.50
☐ Second Music Book	(All)	1.50
☐ Music Charts and Drills	(All)	1.50
☐ Birds ☐ Flowers	(All) (Each)	2.00
☐ Schoolroom Decorations	(All)	1.00
☐ Art Aids for the Classroom	(All)	1.00
☐ More Art Aids	(All)	1.00
☐ Room Decorations	(All)	1.50
☐ New Room Decorations	(All)	1.50
☐ Art Decorations	(All)	1.00
☐ Holiday Decorations	(All)	1.00
☐ Hectograph and Craft Book	(All)	1.50
☐ Craft Work	(All)	1.00
☐ Activities in Handcraft	(All)	1.00
☐ Seasonal Decorations	(All)	1.00
☐ Outline Maps	(4-8)	.50
☐ Geography of the U.S.A.	(4-8)	1.50
☐ Products of the U.S.	(4-8)	1.50
☐ Wings over the U.S.	(4-8)	1.50
☐ South America	(4-8)	1.50
☐ Pioneer Days ☐ Trees	(4-8) (Each)	1.50
☐ Geography of Europe	(4-8)	1.50
☐ Practical English Book I	(7-12)	1.50
☐ Practical English Book II	(8-12)	1.50

(Circle Choice of Grade on Following)

☐ Workbook in Reading 1—2—3—4	(Each)	2.00
☐ Workbook in Arithmetic 1—2—3—4	(Each)	2.00
☐ Language Drills 2—3—4—5—6—7—8	(Each)	2.00
☐ Diagnostic Reading 1—2—3—4—5—6	(Each)	1.35
☐ Arithmetic (First Half) 1—2—3—4—5—6	(Each)	2.00
☐ Arithmetic (Second Half) 1—2—3—4—5—6	(Each)	2.00

DIRECT PROCESS BOOKS

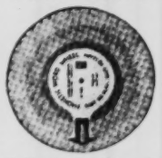
(For Liquid or Spirit Duplicators)

☐ Seatwork for Beginners	(1)	$3.00
☐ Before We Read	(1)	3.20
☐ We Learn to Read	(1)	3.20
☐ Mother Goose Activities	(1)	2.50
☐ King Size Alphabet	(1)	2.50
☐ The Farm	(1-2)	3.00
☐ Pre-Primer—No. 100	(1)	3.00
☐ Reading for Beginners	(1)	3.00
☐ We Learn About Numbers	(1)	3.20
☐ First Number Book	(1)	3.00
☐ Fun With Phonics Book 1	(1-2)	3.25
☐ Fun With Phonics Book 2	(2-3)	3.25
☐ Phonics and Reading	(2-3)	3.00
☐ Animals & Birds & Babies	(1-5)	3.20
☐ Our Safety Book	(2-3)	2.50
☐ We Learn to Add and Subtract	(2-3)	3.20
☐ Health Activities	(2-3)	3.00
☐ My Indian Book	(2-4)	2.50
☐ My Science Book	(3-4)	3.00
☐ Science Experiments, Bk I	(4-6)	2.00
☐ Addition and Subtraction of Fractions	(5-8)	3.20
☐ Multiplication and Division of Fractions	(5-8)	3.20
☐ Working With Decimals	(6-8)	3.20
☐ Working With Percentage	(6-8)	3.20
☐ Outline Maps (General)	(4-8)	2.00
☐ Geography of the U. S. A.	(5-8)	3.00
☐ South America Unit	(6-8)	3.00
☐ Birds We Should Know	(All)	1.50
☐ Room Decorations	(All)	2.75
☐ New Room Decorations	(All)	2.75
☐ September to June (Art)	(All)	2.50
☐ Art Decorations	(All)	1.50
☐ New Holiday Projects	(All)	1.50
☐ School Room Decorations	(All)	2.00
☐ Monthly Art Aids	(All)	3.20

(Circle Choice of Grade on Following)

☐ Universal Reading Series Grade 1—2—3—4—5	(Each)	$2.50
☐ Duplicopy Reading Books Grade 1—2—3	(Each)	3.00
☐ Phonics Books (First Half) Grade 1—2—3—4	(Each)	3.20
☐ Phonics Books (Second Half) Grade 1—2—3—4	(Each)	3.20
☐ Universal English Series Grade 2—3—4—5	(Each)	2.50
☐ Universal Arithmetic Series Grade 1—2—3—4—5	(Each)	2.50
☐ Continental Arithmetic (1st Half) Grade 1—2—3	(Each)	3.20
☐ Continental Arithmetic (2nd Half) Grade 1—2—3	(Each)	3.20

PHONETIC TEACHING AIDS



☐ Phonetic Wheel	$ .75
☐ Phonetic Lingo I (Gr. 1-2)	1.75
☐ Phonic Lingo II (Gr. 1-5)	2.00
☐ Phonic Dog House Game	1.50
☐ Phonic Movie-Gram	2.00
☐ Phonic Teaching Outfit	1.90
☐ Phonic Talking Letters	1.00
☐ Special Phonetic Cards	3.50
☐ Phonic Rummy	1.50
☐ Phonics Wall Charts	3.00
☐ Phonetic Quismo	2.00

ARITHMETIC GAMES

☐ Addition & Subtraction Quismo	2.00
☐ Multiplication & Division Quismo	2.00
☐ Fraction Quismo	2.00
☐ Addition and Subtraction Bingo	1.25
☐ Multiplication and Division Bingo	1.25
☐ Fraction Wheel	2.00

FLASH CARDS

☐ Alphabet	$1.25	☐ Addition	$1.25
☐ Phonics	2.00	☐ Subtraction	1.25
☐ Music	1.50	☐ Multiplication	1.25
☐ Music Borders	1.00	☐ Division	1.25
☐ Fraction-Percentage	$1.25		

READING GAMES

☐ Picture Word Cards (Dolch)	(1-2)	$ .75
☐ Basic Sight Cards (Dolch)	(1-3)	.75
☐ Sight Phrase Cards (Dolch)	(1-3)	.75
☐ Group Word Teaching (Dolch)	(1-5)	1.25
☐ Group Sounding Game (Dolch)	(3-6)	1.75
☐ Reading Bingo	(2-4)	1.50
☐ Object Lotto	(1-3)	1.75

LEARNING GAMES

☐ Picture Dominoes	(1-2)	1.50
☐ ABC and Number Lotto	(1-3)	1.50
☐ Game of Buy and Sell	(1-3)	1.50
☐ Let's Play Store	(1-3)	2.00
☐ Let's Go Shopping	(2-4)	2.50
☐ Bird Lotto	(1-4)	1.50
☐ Zoo Lotto	(1-4)	1.50
☐ Animal Lotto	(1-4)	1.50
☐ House We Live In Lotto	(1-3)	1.50
☐ Good Things to Eat Lotto	(1-4)	1.50
☐ Game of States & Cities	(4-8)	1.25
☐ United States Bingo	(4-8)	3.00
☐ Ring Toss Game	(All)	2.25
☐ Magnetic Fishing Game	(1-3)	1.25
☐ 48 Game Box Chest	(All)	2.75

FLANNEL BOARDS

☐ Sturdy Folding Flannel Board with cloth taped edges. Size 24 x 36" Bright Blue	$5.25
☐ Adjustable Easel for above Board	4.95
☐ Set of Board and Easel	10.00

FELT CUT-OUTS FOR FLANNEL BOARDS

☐ No. 101 Apple Trees & Apples	$1.25
☐ No. 115 Tree With Birds	1.50
☐ No. 110 Xmas Tree & Ornaments	1.25
☐ No. 150 Five Inch Numerals	1.00
☐ No. 601 Numerals & Fractions	1.50
☐ No. 140 Fractional Parts	1.50
☐ No. 200 Alphabet Capitals 5"	1.95
☐ No. 201 Alphabet Lower Case	1.50
☐ No. 217 Picture Verbs	1.50
☐ No. 401 Ten Domestic Animals	1.60
☐ No. 502 Community Helpers Set	1.60
☐ No. 311 Expressional Forms	1.50
☐ No. 16-A Music Symbols	1.60
☐ No. 63 Package of Assorted Felt	3.95
☐ No. 650 Package of Sensitized Backing	1.50

(Estimate Postage at 15c for each Book and 20c per Set for Flash Cards or Games)

SCHOOL SERVICE COMPANY

4524 West Pico Blvd.

Los Angeles 19, Calif.

☐ Send Items Checked Above: ☐ Enclosed .....Payment and Postage. ☐ Send Single Hectograph $3.75. ☐ Send Double Hectograph $8.00.

Name .....

Address .....

☐ I enclose 25c. Please send new 1953 booklet "TOOLS OF TEACHING," a graded, illustrated Catalog of Hectograph and Spirit Workbooks, Posters, Music, Rhythm Band Instruments & other Teaching Aids.

Talking It Over-

Friendly Chats with the Editor

FIFTY years ago, when my father was writing his September editorial, he used the sentence, "The teacher who is worthy is full of enthusiasm." That was an idea he expressed often, and I well recall that his single counsel to me later when I started teaching was that an enthusiastic teacher rarely fails. As I greet you this September, old and new readers alike, I doubt if I can improve on my father's keen analysis, except to add the corollary that enthusiasm is contagious. With it you will inspire teachers, children, and parents, as well as giving yourself a buoyant feeling about your work.

All of us will be interested in knowing how you feel about the resource unit on India, Pakistan, and Kashmir on pages 28-30. A series of such units was high on our list of musts for this school year because so many of you have asked for material on those faraway places that just can't be kept up-to-date in textbooks.

We considered who should do the units—someone on our staff or a teacher-writer who is a world-affairs specialist, and finally decided that for us to watch over it properly, the writing must be done here. The job went to researcher *Marian Owen* and she spent weeks studying magazines and the latest publications. Teachers who read the finished work put their stamp of approval on it and I'm adding mine too. Marian probably won't stop to look at this, though, for right now she's submerged in the second unit, on Iran, Iraq, and so forth, which will appear in November.

This month we say good-by to one of the grand old gals in public-school music, Laura Bryant, ***and extend greetings to our new music counselor,*** Beatrice Perham Krone. ***For many years, Miss Bryant has had a way of reaching children that few could match and she has opened doors of musical pleasure for children and grownups as well.***

Mrs. Krone, her successor, teaches at the Idyllwild School of Music and the Arts in California during the summer, and lectures and conducts workshops in and around Los Angeles the rest of the year. She is the author of several books—her latest, Music Participation in the Elementary School, ***was written jointly with her husband, Max T. Krone.***

When I wrote Miss Bryant about Mrs. Krone, a letter came by return mail saying, ". . .You could not have secured a better music counselor. Beatrice Krone is the Music Woman of the Hour. Two years ago I saw her demonstrate her work in Atlantic City. She is superb! Her work will be of much more assistance to your readers than mine. I congratulate you on securing her." Surely this letter is a fine recommendation for Mrs. Krone, and it also provides a little peep into the life of our retiring music counselor.

What goes on at the other end of the front hall is bound to be our business too. Betty Noon's *book department is there and we get glimpses of what's happening. Now it's a poetry book to be ready when school opens. The pages are full of illustrations by* Ruth Karl *and* Skip Palmer, *and there are more than seven hundred poems—all classroom tested to prove their usefulness. Betty tells me the book is going to be called "Poems Children Enjoy," and I can't think of a better title.*

Now that Skip Palmer, our staff artist, has a son that's getting old enough to like his father's attention, he hasn't as much time to spend on *The Instructor*. That is a dilemma of a sort since the magazine, like Jimmy, is growing and demands more and more attention. Another artist seemed to be the answer, and that is just what we have. She is *Cynthia Amrine* from Rochester, New York, and she studied at the Rochester Institute of Technology and the Rhode Island School of Design. She helped to illustrate this issue (Day by Day, page 44, and the color poster on page 68, for example), but somehow modesty overcame her for not even her initials are on her drawings. You'll be seeing more of her work in later issues. Below, Cynthia and Skip are discussing a drawing.

Mary E. Owen

preview with E·Z View!

NOW YOU CAN PREVIEW FILMSTRIPS IN MINUTES

- No projector needed
- Entire subject visible at a glance
- Library copy free for your use

22 Filmstrip Sets

100 Individual Filmstrips

4134 Illustrations

Page Size, 12-in. x 19-in.

60 Pages, Plastic Bound
Easel Back Cover for convenient table-top previewing

Includes Filmstrips in These Primary Grade Subject Areas:

Language Arts, Science, Social Studies, Arithmetic

A service to the teaching profession by your audio-visual dealer and

Society For Visual Education, Inc.

SVE

Creators of the internationally famous Instructor, School Master and Skyline Projectors

Mail this coupon **now**, to Preview with E-Z View!

SOCIETY FOR VISUAL EDUCATION, INC. IN 9-53
(A Business Corporation)
1345 Diversey Parkway
Chicago 14, Illinois

Gentlemen: Please have my local SVE Audio-Visual Dealer provide a copy of the new SVE E-Z View Filmstrip Book. The book is to come to me on a loan basis, and there is no charge for this service.

Name_____

School_____

Address_____

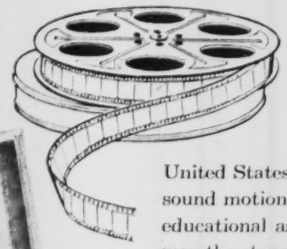
City_____ Zone____ State____

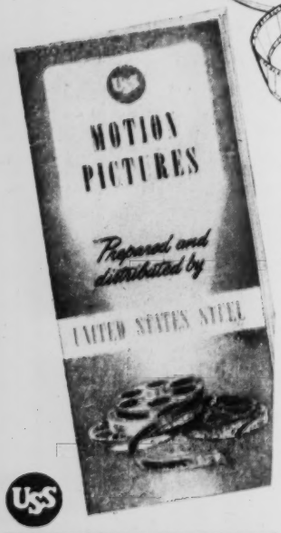
INSTRUCTORS!

SOUND MOTION PICTURES

now available to you without rental charge

SEND FOR FREE FILM CATALOG





United States Steel distributes 16 mm sound motion pictures which tell in an educational as well as an entertaining way the story of steel, its manufacture and uses. These films are available without charge. For complete listing of available pictures, just complete and return the coupon below. Your catalog will be sent to you immediately.

United States Steel Corporation
Motion Picture and Visual Aid Section
525 William Penn Place, Pittsburgh 30, Pa.

Please send me your catalog on free educational motion pictures.

Name .....

School .....

Address .....

City ..... State .....

USS

UNITED STATES STEEL

for Music Appreciation

"Music Stories"
for elementary grades

These six filmstrips, in COLOR, tell the stories which inspired composers to write for us some of our best-loved music. Colorfully, each story is presented in harmony with the nationality of the music and with the theme of the music. The quality of the artwork complements the stories —stories that have become classics.

SIX FILMSTRIPS IN COLOR

1. Peter and the Wolf. 2. Hansel and Gretel. 3. The Nutcracker. 4. Peer Gynt. 5. The Firebird. 6. The Sorcerer's Apprentice.

Complete series	$27
Individual filmstrips	$4.75

The **JAM HANDY** *Organization* **2821 E. Grand Blvd., Detroit 11, Michigan**

REVIEWS of *New Records*

ELVA S. DANIELS

Supervisor of Music, Public Schools, Swarthmore, Pennsylvania

IT IS always a good feeling to start the fall term refreshed and full of new plans and ideas. If you attended any music workshops during the summer, you were probably aware that the songs which were sung were full of learning experiences, but above all, were fun! Perhaps you resolved then and there that your music lessons would follow this pattern.

For two gay little songs try *Little Jumping Jack* and *Funny Fellow* by Percy Faith and his orchestra (Columbia, MJV 159, 78 rpm, $1.00). The rollicking rhythm lends itself nicely to jumping-jack actions. The children will enjoy identifying the bassoon and xylophone. On the reverse side is a Latin American tune. We hope you have a pair of maracas and a bongo drum, so the children can take turns playing with the record.

If you are teaching nursery school or kindergarten you will want *Let's Play Together* (Young People's Records, YPR 4503, 78 rpm, $1.25), especially for the first few weeks of the term. Full of rhythmic songs, the disc tells of many kindergarten activities: playing train, sawing, skipping, and so on. You will find many uses for the song "Santa Maloney" because it lends itself to any words you may want to use. The words on the record jacket include "There's Sand on This Floor," "I Put My Hand on My Shoulder," "We're Skipping About," "We're Jumping High." "Sleepy Bunny Song" is a fine one to play while the children rest on the floor.

Are your children "Babar" fans? Many girls and boys enjoy the whimsical tales about the elephant king and his wife Celeste. *The Travels of Babar* (Children's Record Guild, CRG 204, 78 rpm, $2.25) is a musical dramatization in four acts including a narrator, a choral-speaking group, and some fine operatic-style singing. The children will be motivated to act out various situations and will revel in Babar's scrape with the cannibals, and his ride on the back of a forgetful whale.

If your class likes animal fantasies, they are sure to enjoy *Animal Supermarket* (Young People's Records, YPR 9004, 78 rpm, $1.25). The children are introduced to the Super Duper Market on Animal Square. The giraffe reaches peas, cake, honey, and jam from the shelves that are ten feet high, while the elephant uses his trunk as a hose to swish and swash the fruits and vegetables clean. Johnny's song is delightful.

Do you ever wish for a march record that isn't full length and could be kept in your own classroom? Try *The Stars and Stripes Forever* or *Washington Post March* (Playtime Records, 308-PV, 78 rpm, $.25—a six-inch record). The featured band is peppy and the recording is surprisingly clear at such a bargain price.

Today's children should enjoy *Hoze Jerry Jalopy Got His Horn* (Colortunes, A 122, 123, 78 rpm, $1.25). Art Linkletter is the narrator, and music is provided by the Symfunnies. Jerry's picture is on the jacket to be colored and wiped off. Jerry's tune is in the best folk-song style. The story is about a jalopy with a bell-horn. In his efforts to obtain something more suitable he meets a dump truck, a sporty convertible, a flivver, and a railroad engine.

If you hope to correlate music and social studies this year, use *Sing a Song of Heroes* (Records of Knowledge, ROK-4, 78 rpm, $2.50, album of two records). Eight songs cleverly drop facts about the hero's birthplace, occupation, and famous actions. This album includes Benjamin Franklin, Molly Pitcher, Robert E. Lee, Betsy Ross, General John J. Pershing, Patrick Henry, Nathan Hale, General Sheridan. The words are included on the record cover.

If your class shies away from classical music, start with something light and gay, like the new 45 rpm extended-play "Viennese Waltzes." You will be interested to know that these discs are on the regular 45 rpm size and play on the same speed turntable. They play up to eight minutes per side. At $1.50, exclusive of taxes, they are a saving. *Viennese Waltzes* (RCA Victor, ERA-90, 45 rpm, $1.50), conducted by Sigmund Romberg, include "The Merry Widow Waltzes," "Vienna Beauties," "Vienna Life," and the "Emperor Waltz." Your pupils will love the lilting melodies, and without knowing it, they will have taken the first step in appreciation of classical music.

Where to Get the Records

If records reviewed in this department each month cannot be purchased or ordered from your local record store, you can secure them from either of these two supply houses: Children's Reading Service, 106 Beekman St., New York 38, N.Y. (excellent catalogue classified and graded, $.10), and Educational Services, 1702 K St., N.W., Washington, D.C. (free catalogue).

Let's Laugh

The bright remarks that children make are a source of pleasure to all of us. Do you know an amusing one? Send it to us, and if it is published, we will pay you one dollar. All items should be typed or written in ink, one item to a sheet. Your name and address should appear on each sheet. Be sure to use your own first name. Mail all items to: Let's Laugh Department, THE INSTRUCTOR, *Dansville, N.Y. Contributions for this column cannot be acknowledged nor can they be returned if we are unable to use them. However, items not heard from in six months may be considered rejected.*

At a party for some children, a boy of four years was seated next to a little girl of about three. There was much chatter around the table, but the little girl remained silent. The boy anxiously leaned toward her and whispered: "Are you old enough to talk?"

FRED F. TOMBLIN
Huntington Park, California

Mary Ann, aged seven, brought an overdue book to the library. When she handed it to the librarian with her money she said, "I want to undue my book."

TERESA MARTIN
Hays, Kansas

When we were on our vacation in California we drove along the Coast Highway. Bobby, looking at the scenery with fascination, suddenly called, "Mamma, where is that ocean you always talk about? I see nothing but water!"

AMELIA DOCTOR
Denver, Colorado

The seventh-graders were struggling with an assignment of adverbs and adjectives. Seeing my fifth-grade girl, Doris, listening so attentively to the class, I asked her whether she understood any of it.

She replied instantly, "Well, at least I know an adverb advertises an adjective!"

DOLORIS SOLBERG
Goodridge, Minnesota

The fifth-graders were studying about William and Mary College.

"William and Mary! Is that a *college?* Sounds like a romance to me," remarked Harold.

MARTHA JEFFRYES
Genoa, Nebraska

Home from his first train ride, my nephew was met by his father, who said, "I suppose you'll want to grow up to be an engineer."

"No, sir," answered Bob. "I want to be a conductor, because he works inside the cars and gets to take home all the comic books that the kids leave on the train."

FLORENCE D. KOONTZ
Moundsville, West Virginia

One of my second-graders was explaining whistle routine to a newcomer: "When Mrs. Wheaton blows the whistle, stop everything." As the newcomer seemed unimpressed, Tommy added sternly, "If you're chewing, don't swallow."

ELIZABETH WHEATON
La Feria, Texas

My class of fifth-graders was studying singular and plural nouns. The word *solo* was among the list. I called on Daniel to give the plural. Without hesitation, he replied, "Duet."

PHYLLIS PHILPOT
Colorado Springs, Colorado

Little Mary came to me one day and said, "Oh, Mrs. Hambrecht, I have two grown-up teeth."

RUTH O. HAMBRECHT
Prescott, Wisconsin

Looking at his grubby knees and elbows as he prepared for his bath, my grandson said, "I'm quite sure I will need two helpings of soap."

ANNA J. BUTTREY
Craigmont, Idaho

Teacher: Do you know what an autobiography is?

Child: It's a book written by an author about the person he loves the best.

ROBERTA PEEDEN
Cincinnati, Ohio

When the teacher asked how the word *brave* might be used as a noun, Raymond answered, "An Indian boy is a brave."

"What do you call an Indian woman?" the teacher then asked.

Quite confidently Eugene said, "A squaw."

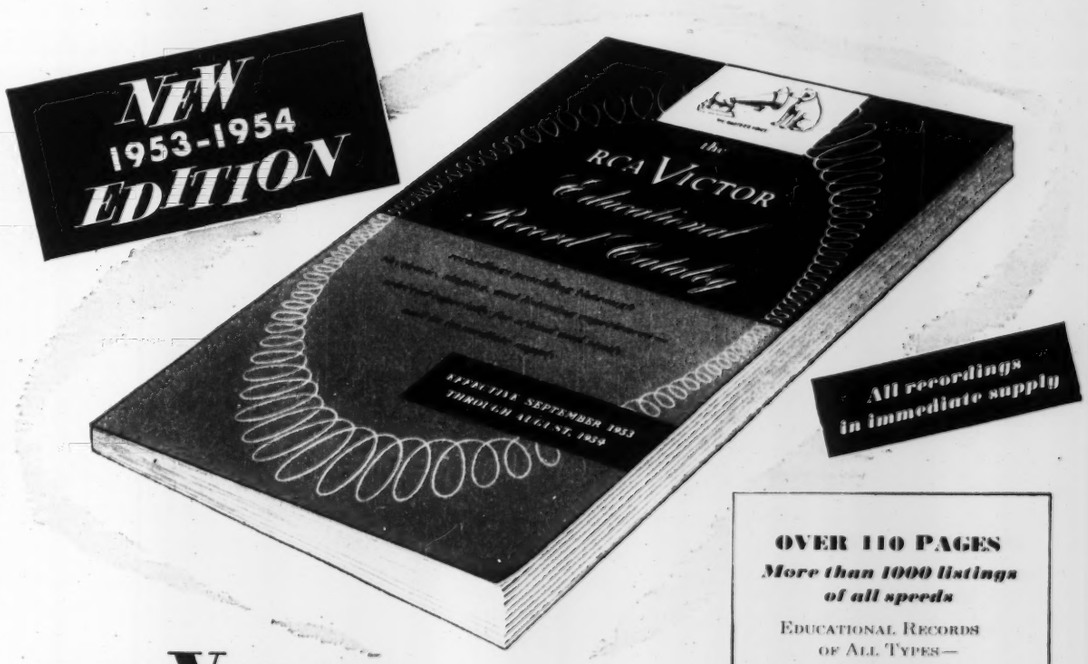
"And an Indian baby?"

Simultaneously the class responded, "Squawker!"

SISTER MARY CLOTILDE
Detroit, Michigan

(Continued on page 9)

An indispensable reference in curricular planning



RCA VICTOR

Educational Record Catalog

HERE'S a functional and easy-to-use record catalog, listing over 1000 recordings, and designed with the classroom teacher specifically in mind. It comprises a wealth of material for curricular use in music, social studies, language arts and other studies, and is carefully organized for convenient reference and abundant information.

Especially helpful is the Red Seal section of more than 700 listings, each annotated for grade and activity, and with suggestions for diverse use in the classroom. Other features include a special section devoted to the instruments of the orchestra—a Budget Library for progressive purchase of school records—helpful tips on the care and storage of records.

Educators will be especially gratified to know that all material included in this catalog is in immediate supply, and available from authorized RCA Victor Dealers.

OVER 110 PAGES

More than 1000 listings of all speeds

EDUCATIONAL RECORDS OF ALL TYPES—

- Rhythms, Listening, and Singing Programs
- Folk Dances
- Language Courses

RED SEAL RECORDS CHOSEN FROM "MUSIC AMERICA LOVES BEST"

- Annotated for easy selection and effective correlation with music and other subject areas.

CHILDREN'S RECORDS FROM THE "LITTLE NIPPER" SERIES

- A selected list, graded for appropriate utilization of song and story.

COMPLETE PRICE INFORMATION

Price 10 cents

Send for your copy today

EDUCATIONAL SERVICES

RCA VICTOR

"HIS MASTER'S VOICE"

DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

TMKS. ®

EDUCATIONAL SERVICES, Dept. 61U
Radio Corporation of America, Camden, N. J.

Mail me a copy of the new RCA Victor Educational Record Catalog. Enclosed is 10 cents to cover cost of mailing.

Name _____

School _____

Address _____

City _____ Zone ____ State _____

TEACH SQUARE DANCING

with these Complete Instructional Records

Now You Can Start Square Dancing with Beginners!

These 2 albums TEACH square dancing. The set is constructed *for use by teachers who know nothing at all about square dancing.* All the teacher needs to do is to *keep her students attentive* and *help them follow directions* as they are given. There are *no* printed instructions: *everything* is on the records. SCHOOL SQUARES are being used in better schools throughout the country.

A group of children *actually performed every instruction as it was recorded* to make certain that the instructions were *clear* and *easy* to follow. SCHOOL SQUARES are prepared by a *teacher*—for *teaching*. They are planned as a *developmental* series of instructions; *not just a collection of records.*

School Squares are Prepared Especially for Schools by Erwin Nephew

Do schools like these records?

"The instructions contained in the records are worth the price of the whole group. The calls are clear; the music very catchy. The records are excellent!"

Maude M. Friman, County School Superintendent, Corning, Iowa

PTA GIFT Suggestion
School Squares Record Albums
Make the Ideal Gift from Your PTA to Your Class or School

Partial contents of albums:

Besides *basic instructions* and *detailed* walk-through instructions for *each dance*, you will find the following with *music* and *calls:* **Take a Little Peek, Cast Off Six, Old Man from Arkansas, I'll Swing Yours, Lady 'Round Lady, Ladies to the Center, Irish Washerwoman, Grapevine Twist, Swing Like Thunder,** etc. 78 RPM

Order below or write to School Squares Co. Box 165, Palo Alto, California.

USE THIS SPECIAL PAYMENT ORDER BLANK TO BEGIN YOUR SQUARE DANCING PROGRAM

SCHOOL SQUARES CO., Box 165, Palo Alto, California

Please send me postpaid and insured your 2 complete albums of SCHOOL SQUARES (14 78 RPM twelve-inch records) containing both *dances* and *instructions* for *beginners.*

☐ Plan I: I enclose $10.00 and will send you the balance of $15.00 *within* 45 days. Date today .....

☐ Plan II: I understand this coupon entitles me to a cash discount of $2.50 so I am sending you a check for the full amount of $22.50.

(School officials may order according to own established policy).

Name .....

Address .....

New Art Ideas ---*ready to help you*

When you teach your art and drawing periods you want good ideas—new ideas that catch the imagination of your pupils and encourage art work that gives you and your pupils the thrill of accomplishment.

That is what SCHOOL ARTS gives you in ten illustrated issues—one for each school month.

New ideas come to you for Halloween, Thanksgiving and Christmas. You receive suggestions for designs, lettering, crafts—ideas that make art lessons more interesting and produce art work you are proud to display and show.

A New Editor with new ideas and with 19 years experience as a teacher starts working for you with the September issue: Dr. D. Kenneth Winebrenner, State College for Teachers, Buffalo, New York. He has planned each issue to give you suggestions and articles by some of the most successful teachers in the country.

Here is the kind of art teaching help you receive in the first 3 issues this fall:

September tells and illustrates how to develop imagination and originality—Halloween activities included.

October gives you the old and NEW ways of teaching art, art and the classroom teacher, plus Thanksgiving helps.

November shows how art fits into the total school experience, plenty of integration and correlation and Christmas ideas.

MAIL THIS COUPON TODAY!

SCHOOL ARTS Magazine
239 Printers Bldg., Worcester 1, Mass.

Please enter my subscription to SCHOOL ARTS for the next 10 issues.

☐ Enclosed find $5.00 ☐ Will pay Oct. 15

Name .....

Address .....

City ..... State .....

FILMSTRIPS to Use in the Classroom

Recommended by

IRENE F. CYPHER

Administrative Officer, Film Library, and Associate Professor of Education, New York University

SEPTEMBER marks the start of a new term. Why not make it a time to take a good long look at your teaching materials, and the curriculum? Are you using the materials best suited to the interpretation of subject matter? Do they match both the curriculum and the needs of your pupils?

To apply this specifically to filmstrips—there are today many fine filmstrips available in almost all subject areas. The filmstrips themselves give you a springboard from which to plunge into discussion, but they do not do the teaching for you. The end results depend on your technique of utilization. So look over your material, and then look at some of the newer filmstrips. Replace ones no longer needed or select some to add a new note to your term's work.

***Eye Gate House, Inc.*, 2716 41st Ave., Long Island City 1, N.Y.**

In "Constitution of the United States" (9 strips in color) we are given a glimpse of the historic background of the Constitution, and the provisions it makes for Congress, the executive and judicial departments, administrative agencies, and the cabinet, and for amendments. This is basic study material for social studies, American history, and our government. ($25.00 per set; $4.00 single strip.)

***Long Filmslide Service*, 7505 Fairmount Ave., El Cerrito 8, Calif.**

In the "Our Country Series," devoted to *What We Must Do for Our Country, What Our Country Does for Us,* and *Our Country,* we are clearly shown how schools, business opportunities, and homes are part of our heritage. Emphasis is placed on the fact that by participating in school activities boys and girls can learn how to be good citizens. The series received an award from the National Freedoms Foundation and will be useful for middle- and upper-elementary grades. ($8.50 per set.)

***Pat Dowling Pictures*, 1056 S. Robertson Blvd., Los Angeles 35.**

Winnie the Colt, The Little Ducks, and *The Playful Fish* (3 strips in color) provide picture material that will undoubtedly delight younger pupils. The drawings are well done, the captions simple. This type of filmstrip is excellent for story-hour use, and also for reading and language arts. Good for primary grades. ($13.50 per set; $5.00 single strip.)

***Popular Science Publishing Company*, 353 Fourth Ave., New York 10.**

Why We Pay Taxes is a filmstrip with a practical value. A boy and girl who have saved $2.00 to purchase a compact for Mother's birthday discover that there is also a 20% tax to pay. The children find that there is much to understand if we would know how our local, state, and federal governments raise money to pay expenses. Good for units on citizenship, current events, and community resources. ($3.00 single strip.)

The same company has produced *Freedom's Flag.* This color strip provides a brief history of our flag, its meaning, and how proper respect may be shown to it. This is an appropriate filmstrip to show early in the term, so that when children salute the flag they will have a greater appreciation for what it symbolizes. ($6.00 single strip.)

***Society for Visual Education*, 1345 W. Diversey Parkway, Chicago 14.**

You will find "Country Field Trips" (5 strips in color) useful as the medium with which to correlate summer vacation activities with schoolwork in the fall and winter. Photographs and drawings give us pictures of plants and animals in the spring, summer on the farm, a trip to the autumn woods, and winter in the country. The quality of the color helps in the identification of plants and animals, and for class story development. Good for primary and middle grades. ($19.00 per set; $5.00 single strip.)

***Young America Films*, 18 E. 41st St., New York 17.**

This company is providing teachers with considerable useful material for studying peoples in all parts of the world. "Life in Other Countries" depicts home and family life in Turkey, Greece, Switzerland, the Netherlands, Denmark, and Canada. It is an extension of the "Families of the World" series. In each country we are introduced to one family and we learn about their activities in the home and in the community. Good for social-studies classes in upper-elementary grades. ($19.50 per set; $3.50 single strip.)

"Children of Europe" (6 strips in color) adds stories about boys and girls in Holland, France, Norway, Ireland, Switzerland, and Italy to the list previously available. These are developed around some particular activity of special interest to children. These should prove interesting to middle- and upper-elementary pupils. ($30.00 per set; $6.00 single strip.)

Filmstrip Reference Sheets

Filmstrip Reference Sheets No. 1 and No. 2 are still available. If you would like a copy of one sheet or both, send a stamped, addressed envelope to Dr. Irene F. Cypher, Editorial Department, *The Instructor*, Dansville, N.Y., specifying which you want.

Let's Laugh

(Continued from page 7)

"Bobby, why can't you play with the little girls without making so much noise?"

"But, Mother, we're playing picnic, and a storm is coming up, and I'm the thunder."

JOSEPH CHARLES SALAK
Chicago, Illinois

When five-year-old Ricky was saying his bedtime prayer, his parents heard him conclude with, "and please forgive Nancy for hitting me in the eye today . . . but I guess I could have run away a little faster."

MAXINE MORGAN
Conneaut, Ohio

The first-graders were reading their science lesson. It was about the raccoon. "Let's look at its tail. What can you tell me about it?" I asked.

One little girl spoke up, "It looks like a candy-cane tail."

MARGARET S. BALDWIN
Montrose, Pennsylvania

Louis and his helpers in our fourth-grade class were attempting to assemble our new cardboard "Super-Duper Market" which had just been delivered. They could not make the shelves stay in place. Finally Joan said, "We certainly do need a lot of patience!"

"No, we don't! We need clips to hold up the shelves," added nine-year-old Robert.

MARGARET N. CURRY
Philadelphia, Pennsylvania

David had spent a week with his aunt and uncle on a dairy farm and was relating his experiences to the class: "—and it was real easy to milk the cows," he stated. "Uncle Clayton just pulled the trigger and out came the milk."

GWEN INSELSBERGER
Kearns, Utah

Each pupil was busy reading in the library when Leimomi came up to me and asked, "What is a slow color?" After a minute of thinking I replied, "I didn't know there was such a thing. Why?"

"Well, I have been reading about colors in clothes being fast, so I wondered what a slow color would be like."

CHARLIENE WAGGONER
Honolulu, Hawaii

My three-year-old son Michael, performing his usual antics during mealtime, fell from his chair. As he picked himself up, he commented, "Well, I guess I dropped myself that time."

LORETTA G. RING
East Bridgewater, Massachusetts

My three-year-old son had never had lamb chops before, especially a tiny loin chop. At dinner one night, young Dickie ate all the meat off his small chop, and then said, "Mommy, will you put some more meat on this stick?"

SUZANNE PETERS
Bayside, New York

Gerald had often seen his baby sister cry without shedding any tears. One day he noticed tears. Alarmed, he called, "Mommie, Linda has real cries in her eyes!"

ETHEL HULSLANDER
Dillon, Colorado

When little Bobby was asked whether he enjoyed his birthday party, he replied, "I sure did, Uncle! It was so nice and noisy!"

W. C. JERVIS
Somerville, Massachusetts

Five-year-old Elaine was sitting on my lap last night looking at some snapshots. I found one I wanted and said, "Elaine, please take this upstairs and ask Daddy for the negative of it."

She didn't want to refuse, yet the trip upstairs seemed too long, so she had to find her way out. "I would," she said in her sweetest voice, "but I don't know how to say 'negative!'"

ELLEN KLEINSASSER
Yale, South Dakota

SPECIAL EVENTS

Sept. 7—Labor Day
Sept. 10—Rosh Hashana—Jewish New Year's Day
Sept. 17—Citizenship Day
Sept. 19—Yom Kippur—Day of Atonement
Sept. 23—Autumn begins at 3:07 A.M.

New **FREE** Folder | "Opening the door to the mind"

SHOWS HOW TO MAKE TEACHING MORE EFFECTIVE WITH THE

Beseler
VU-LYTE
Opaque Projector

This informative folder, packed with pictures, shows how ideally qualified for schoolroom use the VU-LYTE is. It points out the easy availability of the free projection materials at every teacher's hand. It explains how applicable these free materials are, to every class level and subject. And it fully describes the exclusive features that make the Beseler VU-LYTE such an outstanding, ultra-modern, professional-type teaching tool, embodying an entirely new principle in opaque projection.

This new folder, just off the press, illustrates and explains the Vacumatic* Platen, that holds copy flat without need for pasting and mounting . . . the Feed-O-Matic* Conveyor, that feeds new copy in and ejects the old automatically . . . the Pointex† Projection Pointer, the built-in optical device that throws on the screen a movable arrow of light which the operator can direct and control without leaving his place beside the projector . . . and other features of pronounced teaching value.

*Pat. Pending †Patented

Send for your free copy of "OPENING THE DOOR TO THE MIND." Also, upon your request, and without cost or obligation, we will arrange a free demonstration of the Beseler VU-LYTE to suit your own convenience.

CHARLES *Beseler* COMPANY
EST. 1900
60 Badger Avenue, Newark 8, N. J.
The World's Largest Manufacturer of Opaque Projection Equipment

NAME _____
ADDRESS _____
CITY _____ ZONE ____ STATE _____

Announcing . . .

RVA . . . producer of fine photographic prints, is proud to announce a first edition publication of

ACROSS EARLY AMERICA.

Thirty outstanding pictures depicting the graphic story of the men and women who came to a new world to seek a new life and pushed back the wilderness to found a great nation.

- 11 by 14 inches
- Economical
- Historical
- Authentic
- Quality Study Prints
- Fully Captioned
- Portfolio of 30 Scenes

Realistic Visual Aids has combined a selection of pictures from its photographic study units THE MAYFLOWER STORY, TRAIL MAKERS TO THE WEST, AND WESTWARD MOVEMENT—to present a beautiful portfolio of 30 outstanding scenes that illustrate the story of the voyage of the Mayflower and the building of the colonies; the story of the men that went into the wilderness in search of freedom and fortune and blazed the trails that led to the westward movement; the story of that westward movement, the migration of settlers in search of a new home in the great expanses of the west.

Consult your local Audio-Visual dealer, or write to

RVA realistic visual aids

HIGHLAND, CALIFORNIA

FILMS You Can Show in Your School

Recommended by

ARTHUR F. BYRNES

Director, Audio-Visual Center, Eastern Illinois State College, Charleston

BY MAP AND COMPASS—26 min.; sound; color, and black and white; sale or rent; produced in 1953 by Crawley Films Ltd.; distributed by International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4.

A boy and his father are fishing when a friend lands his plane near by and takes them for a ride. The air map is examined and its extreme accuracy is noted. Later, on a hike, they learn the technique of map reading by actual experience. When landmarks and trails are not sufficient information, they study the compass and its application to maps. A warm, human story that not only teaches about maps and compass reading but also develops a parent-son comradeship which many will attempt to emulate. For middle and upper grades.

RESPONSIBILITY—10 min.; black and white; sale; produced in 1953 by Young America Films, Inc., 18 E. 41st St., New York 17.

Hank Evans and Lloyd Smith, who are good friends, very popular and accepted leaders at school, differ widely in their outlook on life. Hank is a good student, but he does not seem to want to accept responsibility. Lloyd is dependable and a serious hard worker. Both are candidates for school president. Flashbacks depict instances of Hank's avoidance and shirking of assignments. The vote is tied, and the election outcome is to be decided by an absentee ballot of one absent pupil. This sets the stage for the question, "How would you vote?" thereby encouraging class discussion on the concept of accepting responsibility. For upper grades.

REST THAT BUILDS GOOD HEALTH—10 min.; sound; color, and black and white; sale; produced in 1953 by Coronet Films, Inc., Coronet Building, Chicago 1.

The film attempts to visualize ways in which our bodies are rested, and provides a simple explanation of the effects of rest. Eric demonstrates some things that might be done before bedtime to prepare for better sleep. Activities before retiring should be quiet.

Change of activity is demonstrated by Eric and his teacher. We learn that large-muscle activity after sitting quietly in school is restful to our bodies. Purposeful relaxation is still another type of rest. Eric's teacher has the class take a relaxation period after a few hours' work. For primary and middle grades.

SAFETY ON THE PLAYGROUND—14 min.; color; sale; produced in 1952 by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

Here is a demonstration of how courtesy and observance of ordinary rules on the playground ultimately mean more fun for everyone. Robbie, in attempting to catch a ball, knocks down a little girl, who starts to cry. The bell rings and Robbie is alone and frightened. As soon as he is discovered missing in school, playground leaders assemble and try to imagine what happened to the boy. Discussion and dramatization of proper playground behavior follow. Good and bad examples are demonstrated. Robbie is found and his fears are dispelled when he sees the little girl is unharmed. Some of the imaginary scenes are done in excellent animation that serves to hold children's attention and to stimulate their thinking. For primary and middle grades.

TREASURE IN A GARBAGE CAN—20 min.; sound; black and white; sale or rent; produced in 1953 by Educational Film Sales Department, University Extension, University of California, Los Angeles 24.

The opening scenes show garbage in cans outside doors and in alleys, and the narrator explains the importance of having it removed. A truck picks up the garbage. Edible refuse is sold as food for hogs. Tin, paper, and glass are separated from the garbage. Tin cans are magnetically picked from the trash, shredded and used in the precipitation of copper at the mine. Bottles are separated by hand, and if usable, returned. Broken glass is washed and used again in the manufacture of new bottles. Discarded toys are salvaged, repaired, and sent to needy children or toy-lending centers in the community. This film is well done and informative, and has an original music score. For primary and middle grades.

WHAT IS A CITY?—10 min.; color, and black and white; sale; produced in 1952 by Bailey Films, 6509 De Longpre Ave., Hollywood 28.

Why do people live in cities? Why are cities built where they are? Where are cities usually built? What accounts for the growth of cities? This film tries to answer these questions.

With animation, inserts, and live-action photography, the film probes the reasons for certain locations of cities, explaining why some cities grow as large as they do, and how they develop as trading, shipping, and manufacturing centers. The location is of prime importance to allow access both in and out of raw materials and finished products. This process provides jobs for people. The viewer is left with the challenge to think about his own city in terms of its eventual size, location, and what he would like it to be. For upper grades.

Da-Lite®

PROVES THE FACTS BY ACTUAL DEMONSTRATION!

ORDINARY SCREEN Da-Lite SCREEN

see the difference

your slides and movies look BEST on a **Da-Lite** PROJECTION SCREEN!

Colors are realistically, brilliantly alive on Da Lite's WHITE MAGIC "wide angle" crystal beaded projection screens. It's COLOR MAGIC . . . it's seeing projected color as it really is on your film. And the controlled process WHITE MAGIC surface STAYS whiter, brighter—*longer*, never dulling the beauty of your slides and movies. Yes, *you'll see* the DIFFERENCE instantly when you see how WHITE MAGIC screen surface preserves that "natural dimension" captured in rich, true colors by your camera!

YOUR PHOTO DEALER WILL DEMONSTRATE

THERE'S REAL **color magic**

ONLY ON A **Da-Lite®** White Magic PROJECTION SCREEN

Trade Mark

THE FIRST AND FINEST PORTABLE screen with fast, easy "push-button" set up controls; 8 sizes: 4 rectangular and 4 square.

SEE THE "PUSH-BUTTON" Challenger® PROJECTION SCREEN

DA-LITE PRICED SCREENS $3.50 TO $320

FREE! COLOR MAGIC Booklet

Tells how to get more thrilling brilliance in slides, movies.

MAIL COUPON TO: Da-Lite Screen Co., Inc. 2789 N. Pulaski Road, Chicago 39, Ill.

Send my copy of the COLOR MAGIC Booklet!

NAME .....

ADDRESS .....

CITY ..... ZONE ..... STATE .....

DA-LITE SCREEN CO., INC.

2789 N. Pulaski Road

Chicago 39, Illinois

World Christmas and Chanukah Festival

THIS year marks the ninth anniversary of the World Christmas and Chanukah Festival which was organized by Friendship among Children and Youth around the World, Inc. (FACAY), and the American Committee for the International Federation of Children's Communities, Inc., under UNESCO auspices.

The 1953 "Share Your Gift" campaign begins in September so that parcels will arrive at their destination in time to celebrate the World Christmas and Chanukah Festival on December 18. The purpose of this campaign is to work toward world peace through packages distributed to children, without discrimination—thus tying them together in love and friendship.

Up to the end of 1952, three and one-half million packages had been shipped to children in 18 overseas countries: Austria, Belgium, Denmark, England, Finland, France, Germany, Greece, Holland, India, Israel, Italy, Japan, Korea, Luxemburg, Norway, Switzerland, and Yugoslavia; and the American Indians.

If your class or school would like to participate, they can choose a country or a specific school to which they wish to send their packages. FACAY will be glad to supply the names and addresses of schools. If no specific choice is indicated, FACAY will make the decision.

All gift parcels which you prepare should be addressed and sent to: Warehouse of Friendship among Children and Youth, 2331 Twelfth Avenue, New York 27, N.Y.

Packages already made up are available from FACAY at $3.75, or $3.75 will buy a pair of leather shoes for a needy child. **Money and correspondence should be sent to: Main Office, Friendship among Children and Youth, 220 Fifth Avenue, New York 1,** indicating whether you wish to send packages or shoes.

1. Your name and address will be put on your package.

2. You can earmark your parcel for any one of the 18 countries listed above, or the American Indians.

3. You can indicate that it is to be for a boy or a girl, any age between 6 and 18 years.

If your school makes up its own packages, each gift inside the large box should be securely wrapped (with colored paper if possible) and a large tag affixed. On one side *of the tag* clearly *print* the name, street, city, state, and country of the donor. On the opposite side, indicate whether for boy or girl, and age.

For children up to twelve years of age, these gifts are suggested: stuffed and woolen animals, dolls, toys; books, crayons, water colors, plastic clay; scarves, caps, slippers, gloves, mittens, sweaters; hard candy and gum.

Teen-agers would appreciate similar items (except those in the first group) and notebooks, stationery, pencils, pen-points, fountain pens; chess sets, dominoes, table games; wool and knitting needles, sewing kits, embroidery materials, pocket knives, wood-carving knives, tool chests; sports equipment like footballs, handballs, baseballs, bats.

Some children enjoy making a scrapbook individually or as a group. This could include information about the child or children, with pictures showing the school and community in which they live. The book should not be larger than 8″ x 11″ and not more than 12 pages.

Food must be packed separately according to shipping regulations. Among the *items which should not be sent* are: military toys, glass, *matches*, comic books, and cosmetic powder except in metal containers.

To help defray some of the cost of crating and shipping the gifts, send ten cents for each pound of the parcel. This amount does not fully pay the cost, but it will help. **Money for shipping should not be sent to the warehouse. It should be mailed in a separate envelope to: Main Office, Friendship among Children and Youth, 220 Fifth Avenue, New York 1.**

For additional information, also write to the *Main Office*.

Your pupils will gain real satisfaction from participating in something big and worth while like this "Share Your Gift" campaign.

to get the MOST *out of your*

TAPE RECORDER

it pays to use

professional-quality

audiotape Trade Mark

How *good* should an educational recording be?

The experts agree that for most teaching applications fidelity requirements are extremely high. This is particularly true of speech, language and music study, where faithful reproduction of the original sound is a must.

That's why so many teachers throughout the country are joining the trend to Audiotape — made *by* audio engineers *for* audio engineers. Audiotape has been designed and perfected to meet the most exacting requirements for modern, professional sound recording. Its mechanical and magnetic properties are carefully balanced to assure optimum overall performance in *your* recording machines.

Remember, too, that you get this *extra value* at no extra cost.

AUDIO DEVICES, Inc. 444 Madison Avenue New York 22, N. Y.

SEND FOR THESE FREE TEACHING AIDS

"The Teacher Talks About Sound Recording"

This 40-page booklet contains 14 prize-winning, teacher-written articles on the use of tape and disc recording in every phase of instruction.

"Audio Record"

Brings you up-to-the-minute information on all latest developments and applications of sound recording — including a complete directory of all makes and models of tape recorders. Issued 8 times a year. We'll be glad to put your name on our mailing list.

How To Catch A Cold

Sponsored by Kleenex Tissues

Do's and Don'ts about Colds...

that's what youngsters will learn from this health film. Done by Walt Disney Productions, this motion picture was planned under the careful guidance of leading medical and educational authorities. With Common Man and Common Sense as its principal characters, this animated cartoon proves that it takes common sense to fight the common cold.

And this cartoon treatment with fun and imagination brings home scientific cold-prevention advice painlessly, memorably. To youngsters and adults alike.

10 Minutes • Sound

Technicolor • 16mm.

Print Free on Short Term Loan

Full-Color Posters for school bulletin boards. Scenes from film keep its lessons alive. Six to a set. Free. Order number of sets needed when booking film.

Mail the Coupon Today

ASSOCIATION FILMS

347 Madison Avenue, New York 17, N. Y.

Please send free (except for postage) 16mm. sound film "How To Catch a Cold" for use ..... days. Date Wanted

1st Choice ..... 2nd ..... 3rd .....

Also send ..... sets "cold" posters.

Name .....

Organization .....

Street .....

City ..... Zone .... State .....

ASSOCIATION FILMS

347 Madison Avenue
New York 17, N. Y.

Kleenex — T.M. Reg. U. S. Pat. Off.

WHAT Do You Teach in SOCIAL STUDIES?

HAVE you expanded your social studies into a real social-living program so that it takes up all the phases of your children's environment? What are you doing to help your pupils develop the desirable attitudes and practices which will make them good citizens?

If you are now using the problem-solving approach instead of the formal stereotyped unit, how do you motivate and guide primary-graders through a study of their homes and community?

Sometime during the past year, you undoubtedly completed some project in the middle or upper grades that was too good just to be marked "finished" in your plan book. You and your class may have helpful ideas about studying natural resources, communication, travel, exploration, or health. Why not share them with other teachers who are seeking a new approach?

How are you making use of the modern teaching tools: radio, TV, tape and wire recorders, films, filmstrips, and other audio-visual aids in your social-studies program?

In brief, what's new with you?

The editors of THE INSTRUCTOR invite you to describe what you are doing, in an article of 1200 to 2000 words, and send it to them. If you have the pleasure of seeing your article in print, and distributed to our more than 133,000 subscribers, you will be helping many teachers. And *you will be paid* for any material published!

If you have never submitted material for publication, read the directions below for general information about preparing a manuscript. If this invitation to send in your ideas were presented as a contest, you'd get busy right away. It *is* a contest, in a way—to present our readers with the teaching know-how that you have to offer. Wouldn't you want another teacher to do as much for you? And, *she* will if *you* will!

When You Submit a Manuscript

1. Type manuscripts double-spaced on one side of 8½" x 11" paper. Keep a carbon copy.
2. Put name and address on manuscript and on the back of each photo, drawing, or sample. Use given name, and Miss, Mrs., or Mr.
3. Mention teaching position (grade or subject, name and location of school).
4. Submit seasonal material **five months in advance** of month it can be used.
5. Enclose postage for return of unused samples and manuscripts.
6. Mail all items, postage prepaid, to THE INSTRUCTOR, Editorial Department, Dansville, N.Y.
7. Write to above address for additional information if desired.

VISUAL CAST

DESIGNED IDEALLY FOR ELEMENTARY SCHOOL INSTRUCTION

The ChallengeR and TraveleR VisualCasts, the original overhead, daylight projectors, with their ALL GLASS optical system and large projection stages permit the projection of BIG transparent slides. The teacher can write or draw on a 7 x 9" or 9" dia. projection stage at a convenient table height and position with a handy arm rest. Used in a fully lighted and ventilated room.

7" x 9" TraveleR Model

Complete courses of prepared photo transparencies are obtainable from us or you may make your own by photography or by hand with materials furnished by us, as explained in free booklet furnished with VisualCast.

9" Dia. ChallengeR Model

VisualCast Supports & Reinforces The Teacher

VisualCast Dramatizes What You Say

OTHER MODELS AVAILABLE—WRITE FOR FREE LITERATURE

VICTORLITE INDUSTRIES INC.

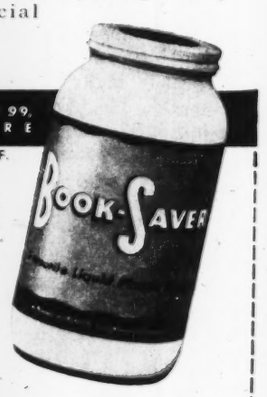
4117 W. JEFFERSON LOS ANGELES 16, CALIF.

SUBTRACT $$$ from your book repair and replacement costs

ADD to your curricula with BOOK-SAVER

the new, versatile, economical liquid plastic

A new, worthwhile classroom project, Book Repair, greatly benefits all your pupils by teaching them the value and care of books. Your book maintenance costs are greatly reduced. With Book-Saver, any student who can handle a brush can fully restore, for as little as two cents, books which you now rebind or replace. This new liquid plastic sets to a tough, flexible, transparent film. Dries in minutes. No offensive odors. Safe—non toxic—non-inflammable. Book-Saver quickly repairs ripped bindings, loose pages, torn pages. Even binds magazines, sheet music, etc. Test versatile, economical, easy-to-use Book-Saver in your classrooms. Send in the coupon right away for special offer.



DELKOTE, INC. WILMINGTON 99, DELAWARE

BERKELEY, CALIF.

Special Offer!

I want our pupils to learn book care. Send a "Teachers' Size" bottle of Book-Saver at only $1.95 (plus postage) and FREE technique booklet and brush. Send invoice later.

School .....

Address .....

City ..... State .....

By ..... Position .....

Classroom VISUAL AIDS (IN COLOR)

OUR CLASSROOM CHARTS

The following charts organize and systemize the activities of the classroom. They hold the children's interest and promote growth in wholesome activity in the classroom. These charts reduce teacher effort to a minimum in successfully managing the classroom.

1. **Our Class Responsibilities Chart**
   Colorfully illustrated chart with spaces for 45 names of pupils that share classroom responsibilities.
2. **We Do Committee Work**
   Colorfully illustrated with space for name of committee problem and members' names of twelve committees.
3. **We Do Group Work**
   Colorfully illustrated chart providing for names of children in three groups each, in Reading, Number Work, and Spelling.
4. **Our Health and Safety Club**
   The two charts above provide spaces for 45 names of pupils with space for the teacher to write in stories read. On the Health and Safety Chart, ten spaces are provided for areas of interest, such as teeth, hair, etc.
5. **Our Class Art Club**
   Colorfully illustrated chart with 45 spaces for pupils' names with columns for painting, drawing, handwork.
6. **Our Reading Chart**
   Provides spaces for names and books read by each student.
   $.79 each

• **COLOR EXPERIENCE CARDS**
Ten cards 8x10, primary and secondary colors. Brown, Gray, Black and White. **$2.50 per set.**

• **PRIMARY NUMBER EXPERIENCE CARDS**
Ten illustrated cards from 1 to 10 with number, word and figure on each. Size 8x10. **$2.50 per set.**

• **SEASONS**
Four pictures—Spring, Summer, Winter, Fall. Size 14x22. **$3.50 per set.**

• **ANIMALS WE MET AT THE ZOO**
Ten pictures—Lion, Tiger, Elephant, Buffalo, Giraffe, Kangaroo, Hippopotamus, Leopard, Bear, Gorilla. Size 14x22. **$.79 each—$7.50 per set.**

CLASSROOM SIGNS
Colorfully illustrated signs for placement at various points in the classroom.
$.35 each. Minimum order 3.

1. Our Health Club
2. Our Class Officers
3. Our Library Corner
4. Our Best Work
5. Our Art Corner
6. Our Class Honor Roll

• **ALPHABET EXPERIENCE SERIES**
Twenty-six illustrated Alphabet Cards with upper and lower case letters on each card. Size 12x14. **$4.95 per set.**

• **OUR COMMUNITY HELPERS**
Ten most popular Community Helpers. Size 14x22. **$.79 each—$7.50 per set.**

• **WE CELEBRATE HOLIDAYS, SEASONS AND SPECIAL DAYS (calendar series)**
Ten outstanding monthly activities for the school months, large poster 14x22. **$.79 each—$7.50 per set.**

Correlated window or blackboard decoration. **$.10 each.** Minimum order 5.

LETCHER VISUAL AIDS
114-11 178 Place, St. Albans 12, N.Y.
Please send free of charge your Brochure describing Letcher Visual Aids.

Name .....
Address .....
School ..... Grade .....
City .....
Zone ..... State .....

What's New in 1953 • 54

As you leaf through this first issue of THE INSTRUCTOR for the school year of 1953-54, you are sure to notice a number of new features, but we'd like to call special attention to some of them.

One, certainly, is our new series of resource units—the first for the year begins on page 28, and we shall have four more by June, coming every other month. Each one will supply up-to-date background material about a country, or group of countries, where changes are rapidly taking place—countries that are in the news today or will be tomorrow. In passing, I should like to comment that the map of India, Pakistan, and Kashmir, on page 29, gave me a quite new point of view! Did *you* know that East Pakistan and West Pakistan were completely separated, geographically speaking, and by the widest part of the Indian Peninsula, too?)

Another special feature, which you will have every month, is our new elementary science page, with careful instructions about carrying on a wide variety of science experiences. They will be geared to the abilities of the most uninformed beginner, but "scientific" enough to satisfy Einstein!

You primary teachers never, never have enough pictures to suit you, but we're busy gathering photographs on every subject under the sun (almost) to present to you and your inquiring picture-lookers. The group of four pictures with big captions on page 24 will be followed by others in a similar style each month. You will like the full-page frontispiece, planned with your interests particularly in mind; and posters like the one on page 68 will also be serviceable to you.

Remember the big science cartoon pages we had last year? We're using that same space this year for presenting the topic Power at Work, realizing how important it is for young citizens to get a true picture of how Americans use machinery to provide greater abundance for all of us.

Secretary of Agriculture Ezra Taft Benson wrote our guest editorial for this month, and other men and women of the same high caliber will have their say in later issues.

There are several current high lights which were stars last year. The series of folk songs began a year ago was one of our most popular features, and Elva Daniels continues it by request! "The Story Behind Things We See Every Day" also met with your unmistakable approval, and will be continued.

This September issue is so loaded to the gunwales that I haven't room to mention any of the sturdy staples that help make up the cargo, so I'll leave you to explore the hold at your leisure! Bon voyage!

M.L.M.

square dance records

(without instructions)

Calls by Ed Durlacher
Music by The Top Hands

One of the nation's outstanding square dance authorities, Ed Durlacher, presents this latest HONOR YOUR PARTNER album. Album No. 8 contains eight of the country's most popular square dances.

Uptown and Downtown	Standard Waltz Quadrille
Red River Valley	My Little Girl
Portland Fancy	Nellie Bly
Bachelor Shack	Texas Star

The calls are clear, easy-to-understand and jovial. The rhythmic music is bound to set your feet to tapping.

HONOR YOUR PARTNER TEACHING AIDS ARE NOW USED BY OVER 10,000 SCHOOLS

CHEERS FOR HONOR YOUR PARTNER ALBUMS

"Teachers are most impressed with the simplicity and clarity of instruction, precise timing, steady rhythmic music, durability of material, and Ed Durlacher's friendliness in teaching."

C. G. Franklin, Assistant Professor
Chairman, Department of Physical Education for Men
Southern Illinois University

All records are pressed on pure vinylite and are guaranteed against breakage.

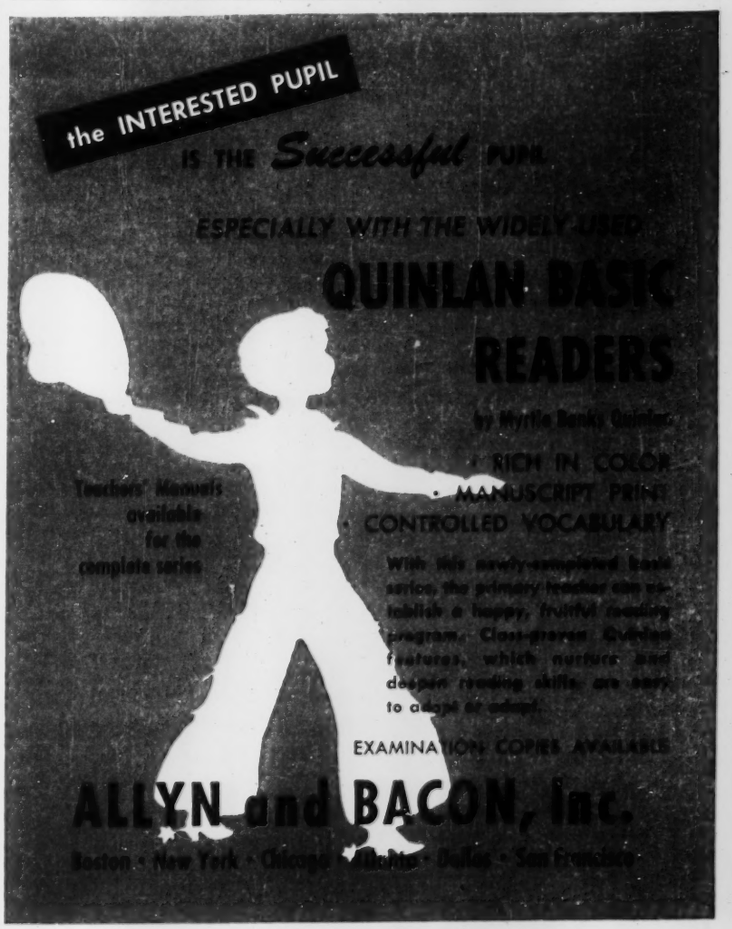
You'll want to learn more about the HONOR YOUR PARTNER albums. Write today for a descriptive folder.

HONOR YOUR PARTNER

SQUARE DANCE ASSOCIATES

Dept. IN-1 **Freeport, N. Y.**

Canadian Distributors: Thomas Allen, Ltd.
266 King Street West, Toronto 28, Ontario


the INTERESTED PUPIL
IS THE Successful PUPIL
ESPECIALLY WITH THE WIDELY-USED
QUINLAN BASIC READERS
by Myrtle Banks Quinlan
RICH IN COLOR
MANUSCRIPT PRINT
CONTROLLED VOCABULARY
Teachers' Manuals available for the complete series
EXAMINATION COPIES AVAILABLE
ALLYN and BACON, Inc.
Boston • New York • Chicago • Atlanta • Dallas • San Francisco

LET US FILL THE GAP
for FACTUAL MATERIAL
on the PRIMARY
READING LEVEL
with the fascinating, colorful
true books series
by Childrens Press!
These books belong in
every primary classroom!
SPECIAL SCHOOL
ON APPROVAL
INTRODUCTORY
PRICE!
6 reinforced TRUE BOOKS ($12 value) $7.95 EACH $2.00

the true book of
TOYS AT WORK
by John Lewellen
1
First steps from child's familiar world to beginning of science.

the true book of
AIR AROUND US
by Margaret Friskey
2
Concise information of the wonder of the air with its wind and weather.

the true book of
HONEY BEES
by John Lewellen
3
Most unusual and simplified story.

the true book of
PLANTS WE KNOW
by Irene Miller
4
Keyed to the first grade with type, pictures and concepts.

the true book of
LITTLE ESKIMOS
by Donalda Copeland
5
A happy story of the life of the children with whom the author lives.

the true book of
ANIMALS OF SMALL POND
by Phoebe Erickson
6
Actual lives of small animals through the seasons.

• use order form below

BOOKS SENT ON APPROVAL
and may be returned for FULL CREDIT

Childrens Press Dept. 193
CHILDRENS BOOKS ARE IMPORTANT
Jackson & Racine, Chicago 7, Ill.

☐ I enclose $..... please send PREPAID—ON APPROVAL—books encircled at $2.00 each.
1 2 3 4 5 6
☐ I enclose $7.95, please send PREPAID—ON APPROVAL—set of SIX books. (special school price).
☐ Please send FREE complete catalog.
☐ Please send FREE information on YOU BOOK SERIES of factual information for grades 5, 6, 7, 8.

Name .....
School .....
Address .....
City ..... State .....

From the OTHER SIDE of the FENCE

A Parent's Point of View

EDITORIAL COMMENT: The author, a former teacher with a background of fourteen years' experience, retired in the fall of 1952 to have "a full-time fling at homemaking" with her husband and four children.

Now living on Okinawa, she finds that when the children return from school with their stories of classmates, playground experiences, assignments, and teachers, she "sees the school through new eyes."

A Satisfied Customer

WE STARTED our summer with elaborate plans for taking a trip to the United States, but one thing and then another caused the trip to be postponed, until we finally reconciled ourselves to the fact that one could have a good summer without travel. A "good summer" meant good plans for the children.

Since the American school is not equipped to offer courses in home economics, we decided to enroll our ten-year-old daughter in sewing classes in the Okinawan school. The Okinawan schools are in operation almost all the year around.

All instruction was in japanese, and she was the only American girl in a class of 200 students. The teacher recognized that she would need extra time because of her language handicap, and the time was given most graciously. Other girls in the class helped her with the bus schedule, for she had to ride the native buses to and from school. During the first week some of the girls brought her presents. One brought a pair of wooden shoes, so she could dress like the rest of them. The sewing instruction was highly successful but the social experience left me with even more to think about.

Teachers in the United States too are faced with the problem of how to handle students of minority groups who turn up in their classrooms. Sometimes these students are ignored because of the language handicap; other times they are treated so much like the rest of the group that no special attention is given to helping them make adjustments. In our own case, we appreciated the fact that the group recognized her as a member of a minority group, and took special pains to teach her their ways, and to make her welcome at all times.

Come to Think of It

The new school year always seems to have a smell of newness about it. Fresh paint and varnish odors are added to that lovely odor of new textbooks and workbooks. Students and teachers alike, no doubt, experience the same surge of intense feeling about the good use they will make of new materials.

When the children brought home their school materials at the close of the last school year, I wondered if there had not been some overenthusiasm, when seven workbooks appeared. Our daughter in the fifth grade had been required to keep up one workbook each for reading, spelling, arithmetic, language, history, geography, and science. No book had been checked by the teacher more than four times. No teacher would have had the time to keep up with that amount of written work.

My reaction was to consider how much more a child could have gained from one or two workbooks used wisely for instruction, for diagnostic purposes, and for testing, rather than from this great stack of busy work. What an opportunity there is to show children practical instances where they can use the knowledge recently gained rather than overemphasis on the amount, without any logical application!

A Pat on the Back

For generations parents have been asking the question, "What did you do in school today?" And for generations they have been getting the same answer, "Nothing."

One teacher concocted a simple antidote for this nonsense. During the last hour of the day she wrote a brief outline under the title of "What We Did in School Today." She ran this off on a gelatin duplicator, and saw that each child had a copy in his hand to take home.

Parents were lavish with praise for this note, and the system made the pupils more aware of what they had learned. It was a new twist of the old public-speaking formula: (1) Tell them what you are going to say, (2) Say it, (3) Tell them what you said.

Make the Shoe Fit

In an overseas school, our children not only have the opportunity of meeting pupils from all parts of the United States, but each year the teacher seems to pop up from a new location also. One would think that some of these teachers belonged here, and then there are those who always seem to be "back home." I don't know what the secret is for becoming mentally acclimated to a new school environment, but since many of you will be starting the year in new localities, do try to make the shoe fit. It means so much to the child and his parents if the teacher becomes a part of the spirit of the community in which he or she teaches.

Hope A. Diffenderfer

complete program of classroom music activities for every pupil.

kindergarten through junior high school

Songs

from New Music Horizons
4 records for each grade

for full information write to
Silver Burdett Company
45 E. 17th Street, New York 3, N.Y.

A new idea in recordings
A new reading-readiness technique
A new way to teach phonics

HOW YOU TALK!
An album for primary grades
4 records, 8 sides, 78 rpm

These delightful recordings give the child practical help in learning to discriminate between sounds—first, by teaching him to *hear* phonetic sounds; then, by teaching him to *produce* phonetic sounds correctly. Six charming animal stories are presented.

AUDIO EDUCATION, INC.
55 Fifth Avenue New York 3, New York

OWEN CATALOGS FREE!
Send today for your copies of these new handy-size catalogs which fully describe the complete Owen line of books, pictures, etc., for teachers and schools. A postcard will do. Address
F. A. OWEN PUBLISHING CO., Dansville, N.Y.

Thank-You CONTEST

WHEN you use your copy of THE INSTRUCTOR each month, do you ever think to yourself, "I wish I could say thank you to the person who contributed that"?

We are going to give you a chance to express your appreciation for some one item that you especially like in this issue.

Send us your vote for the item or page that you liked the best of anything in the whole magazine. The contributor whose item wins the greatest number of votes from our readers will receive from us a bonus, equal to the price we originally paid for the manuscript.

When you send us your vote, you may also write us a letter explaining why you chose the item. When the votes have been counted, the editors of THE INSTRUCTOR will choose the best letter about the winning item, and its writer will receive a year's subscription to THE INSTRUCTOR. (If you are now a subscriber, you might like to have two copies each month, or you could have your present subscription extended for a year.)

But send us your vote whether you write a letter or not. It will be a real "thank you" to the contributor who has pleased you most.

Rules for the September *Thank-You* CONTEST

1. Vote for only one item. Use a post card if you wish.
2. Use this wording for your vote:
   My favorite item in the September 1953 issue is *(title)*, by *(author)*, on page —.
   Your Name.....
   Your Address.....
   Grade or subject you teach.....
3. *Address:* September 1953 Thank-You Contest, Editorial Department, *The Instructor*, Dansville, N.Y.
4. You can vote without writing a letter to explain your reasons. If you write a letter do not make it more than 150 words. Send it in an envelope with your vote.
5. All letters become the property of *The Instructor*. The best one will receive a year's subscription to *The Instructor*.
6. Votes and letters on the September issue must reach us by September 30.

THE GOLDEN BOOK OF PROGRAMS

Here is an outstanding new book that contains 128 large-size pages devoted to plays, songs, recitations, choral readings, and rhythms for holidays and other special days. Each of these five sections is organized on a chronological basis, from September through June, and each is preceded by helpful suggestions. Illustrations accompanying the plays suggest appropriate costuming. Contents are fully indexed, not only by holidays but also by grade groupings. Price, postpaid,

Hard Cover ..... $2.50 Paper Cover $2.00

F. A. OWEN PUBLISHING COMPANY
DANSVILLE, N. Y.

Elsa Clark ART-ACTIVITY Service for
PRIMARY TEACHERS

All New Material for Kindergarten, Grades 1-2-3

Send for these brand-new Art Activity Packets full of actual size art suggestions. Here are ideas, suggestions and practical art guides printed on 8½ x 11 heavy paper in bold outline, designed by experienced Art Teachers.

Plans include materials for seasons and holidays, autumn, winter, spring, summer, patriotism, Halloween, Thanksgiving, Christmas, Easter and many, many others.

8 MONTHS' NEW MATERIAL In 4 Big Packets, only . . . $3.50
(Sept.-Oct.) (Nov.-Dec.) (Jan.-Feb.) (March-April)

SPECIAL Autumn Introductory Packet only . (Sept.-Oct.) . $1.25

CHRISTMAS HOLIDAY PACKET $1.25 (order now for delivery Oct. 15)

Elsa Clark ART Service 928 W. Roosevelt Road, Wheaton, Ill.

ELSA L. CLARK, 928 W. Roosevelt Road, Wheaton, Ill.
☐ Please send me your Primary Art Service, September through April. I enclose $3.50.
☐ Please send me your Special Autumn Sept.-Oct. Introductory Art Packet. I enclose $1.25. (Reserve right to send additional $2.25 for Year's service.)
Name .....
Address .....

NEW! VISUAL AIDS FOR TEACHING Instrument Playing

Prepared by experts, simple to use, easy to understand . . . the 35 mm Filmstrips offered by Pan-American are invaluable to both instrumental music teacher and student.

CORNET • TRUMPET • TROMBONE • BARITONE • TUBA
CLARINET • FLUTE • FRENCH HORN • VIOLIN
CELLO • STRING BASS • DRUMS Ten specially-prepared Filmstrips are available . . . covering each instrument mentioned above. Each Filmstrip has an accompanying manual which may be used as written or as a guide for teacher's remarks. This step-by-step *visual* method of instruction, produced by the Bureau of Audio-Visual Education, University of Nebraska, makes a *quick* and *lasting* impression on all students. Saves your time, too! Mail coupon for complete information and prices. No obligation.

HELP STUDENTS "*LEARN FASTER, BY SEEING*"

GET FREE FOLDER AND PRICES . . . MAIL COUPON TODAY!

PAN-AMERICAN BAND INSTRUMENTS
Division of C. G. CONN Ltd., Elkhart, Indiana, Dept. 951
☐ Please rush FREE *Visual Aids Filmstrip* folder, without obligation.
Name .....
Address .....
City ..... Co. ..... State .....
School ..... Position .....

WHICH BOY

IS THE POOR READER?

Naturally, you can't tell by looking at a picture—or at a boy. In fact, even the most skilled and experienced teacher has difficulty knowing exactly *what causes some children to fall behind in their reading progress.*

READING TROUBLESHOOTERS CHECKLIST FREE

You must know *why* a child is failing to learn to read before you can *do* effective corrective teaching. To help you put your finger quickly and directly on the trouble spot, the editors of Webster Publishing Company, America's foremost publisher of corrective teaching materials, have developed for you a quick, effective troubleshooting guide, the READING TROUBLESHOOTERS CHECKLIST. And it is yours, with our compliments, without *one cent of cost!*

TELLS HOW TO SPOT TROUBLE, WHAT TO DO

The READING TROUBLESHOOTERS CHECKLIST charts the path to new success in reading growth. It tells you *what to look for* in each pupil's performance, *how to use* the materials you have on hand to locate trouble sources, *what to do* when you pinpoint the difficulty.

COUPON BRINGS YOU YOUR COPY FREE

If you are teaching children in third grade or above, the READING TROUBLESHOOTERS CHECKLIST is your ticket to a year of unprecedented growth in reading skill. It is a passport to success for the poor readers in your class. Mail your coupon *now* and the READING TROUBLESHOOTERS CHECKLIST will be in your hands within a few days time.

WEBSTER PUBLISHING COMPANY
ST. LOUIS 3 DALLAS 1 PASADENA 2

FREE! YOUR READING TROUBLESHOOTERS CHECKLIST

Webster Publishing Company
St. Louis 3, Missouri
Gentlemen: Please send me, by return mail, my free copy of the Reading Troubleshooters Checklist.
NAME ..... GRADE TAUGHT .....
ADDRESS .....
CITY ..... ZONE ..... STATE .....

Announcing

A COMPLETELY MODERN, UNIQUE SERIES

which will make faraway places excitingly real to young readers and give them an intimate understanding of our world neighbors.

THE YOUNG TRAVELER IN FRANCE
by Alexander Reid

THE YOUNG TRAVELER IN HOLLAND
by Liesje van Someren

THE YOUNG TRAVELER IN SWEDEN
by George L. Proctor

THE YOUNG TRAVELER IN ENGLAND AND WALES
by Geoffrey Trease

FRANCES CLARKE SAYERS, American Editor
Each fully illustrated with photographs and maps
Sketches by Henry C. Pitz

FINE writing — complete authenticity — high entertainment value — informational content skillfully balanced with lively narrative and description. Unsurpassed for implanting in the young minds of America a vivid picture of the way people live, work and play in other parts of the world. Net price, *$2.00*

A boon to Classroom Teachers —

You Can Teach Music

A Handbook for the Classroom Teacher
By PAUL WENTWORTH MATHEWS
Ed. D., Associate Professor of Music Education, University of Missouri

THIS easy-to-read and easy-to-follow handbook shows the classroom teacher, who may have little or no musical skill or training, how to use music as part of the daily school experience of children in the first through the sixth grade. A thoroughly practical book that elementary teachers will find indispensable throughout the school year. Illustrated. Net price, *$3.00*

E. P. DUTTON & CO., INC.
NEW YORK 10, N.Y.

New
BOOKS
for
BOYS
and
GIRLS

STARS OVER THE TENT
by Florence Musgrave
Illustrated by Robert Candy. Twelve-year-old Susan leaves the Home to join her father's troop of travelling musicians on the Chautauqua Circuit. $2.50

THE TOO LONG TAIL — T. V. W. Carpenter
Illustrated by Campbell Grant. Poor Jasper! Whatever can a cat do with a badly stretched tail. $1.50.

HOWL AT THE MOON — Robert Hogan
Illustrated by Frank Nicholas. A valiant dog proves his loyalty when he defends a pioneer family from the wolf pack. $2.50.

ALICIA — Florence Crannell Means
Illustrated by William Barss. Alicia Baca learns much about romance in her adventurous year at the University of New Mexico. $2.75.

THE WONDERFUL FASHION DOLL — Laura Bannon
Debby's persistent search is more than rewarded when she finds the exquisite doll, lost for one hundred years. $2.25.

TOUGH GUY — Bianca Bradbury
Illustrated by Marie Nichols. A pedigreed Persian Powder Puff earns his title of "Tough Guy" on a surprising adventure in the park. $1.50.

JOHNNY GOES TO THE HOSPITAL — Josephine Abbott Sever
Illustrated by Mary Stevens. Delightful pictures and authentic text tell of a three-year-old's first trip to the hospital. $1.00 paper. $2.00 cloth.

HOUGHTON MIFFLIN COMPANY *publishers*

Books for Children

REVIEWED BY Christine Gilbert

Director of Curriculum and Public Relations, Public Schools, Manhasset, Long Island, New York

HURRAH FOR FREDDIE
Written and illustrated by Robert Bright
Michael, and Freddie his toy soldier, attended the Coronation in London with Mike's aunt and uncle. A good picture book of the Coronation and of London at this festive time.
Ages 4–7 — *Doubleday & Co., Inc.; $2.00*

PET OF THE MET
By Lydia and Don Freeman
The Metropolitan Opera House is the setting for this story of a mouse who was perfectly content at his job of turning pages for the prompter; of Mefisto, the opera-house cat; and of the friendly relations between them brought about by their joint performance in "The Magic Flute."
Ages 4–8 — *The Viking Press; $2.50*

THE HIDDEN HOUSE
By Margaret Wise Brown; illustrated by Aaron Fine
Margaret Wise Brown's stories are greatly loved by children and this, one of the last she wrote, is about her own little house which nestled among the skyscrapers in New York City.
Ages 5–8 — *Henry Holt & Co.; $2.50*

NO DUCKS FOR DINNER
By Rosalys Hall; pictures by Kurt Werth
This story of Monsieur Latour, the French bus driver who solved the passengers' dispute over some ducks, has all the qualities of an old folk tale. Children will be quick to appreciate the story's humor and wisdom.
Ages 7–10 — *Oxford University Press; $2.50*

ALL ALONE
By Claire Huchet Bishop; illustrated by Feodor Rojankovsky
A story of two ten-year-old boys who tended their father's sheep on the slopes of the French Alps in the summers and how their co-operative efforts saved not only the sheep but themselves from destruction.
Ages 8–12 — *The Viking Press; $2.50*

BIG MOSE
By Katherine B. Shippen
A tall tale of "Big Mose Humphreys of New York," an eight-foot, or perhaps it was a nine-foot, giant who smoked two-foot cigars and whose exploits were equally fabulous. Pictures are by Margaret Bloy Graham.
Ages 8–12 — *Harper & Brothers; $2.00*

ABE LINCOLN, AN ANTHOLOGY
Compiled and edited by Hilah Paulmier; illustrated by Lee Ames
Stories, anecdotes, and poems make up this fine anthology of Lincoln material. The choice of selections reflects Lincoln's great love of his fellow men and his faith in American democracy. An excellent book for school libraries.
Ages 10–16 — *Alfred A. Knopf; $3.50*

TREES AND THEIR STORY
By Dorothy Sterling; photographs by Myron Ehrenberg
Through excellent photographs and brief text, the trunks, leaves, and bark of the common trees are pictured. A fine book for tree identification and nature study.
Ages 8–14 — *Doubleday & Co., Inc.; $2.50*

CREATIVE HOBBIES
Written and illustrated by Harry Zarchy
A book for those "who would like to develop hobbies, but don't know how or where to begin." The book includes only those hobbies which are creative; that is, those where one starts with raw materials and ends with a finished product. Wood carving and whittling, stagecraft, and lampmaking are included.
Ages 12–16 — *Alfred A. Knopf Co.; $3.50*

Books for Teachers

REVIEWED BY Ruth M. Northway

Elementary Principal, Central School, Springville, New York

School Texts

LEARNING TO USE ARITHMETIC SERIES
READINESS BOOK and BOOK 1
By Agnes G. Gunderson and George Hollister

In these workbooks, number ideas are made graphic through color pictures of familiar objects, and semiconcrete materials such as dot diagrams. Vocabulary is simple; type is large and clear; content contains approved material for this level. Detailed directions for teaching appear at the bottom of each page. *D. C. Heath & Co.; $.52 and $.64*

ALL AROUND WITH DOT AND JIM
By Cornelia Brown Sloop, Harrell E. Garrison and Mildred Creekmore

This inexpensive primer in the "Phonetic Keys to Reading Series" offers a new approach to reading through the use of phonics at the very beginning of the first grade. Authors claim that within sixteen weeks, children gain enough phonetic training "to read" by independent word recognition rather than by sight-memory. A well-planned teachers' manual is available. *The Economy Co.; $.72*

YOU AND YOUR HEALTH
GOOD HEALTH FOR ALL
By Berrkard, Chambers and Marony

These seventh- and eighth-grade books complete the "Health-Happiness-Success Series" and give practical health instruction on topics of concern to the preadolescent. Titles such as "The Food Laboratory," "The Ports of Entry," "Delivery Service Inside the Body" are illustrative of the appeal of the context. *Lyons and Carnahan Co.; $2.00 and $2.12*

ALPINE PATHS
By Mildred Houghton Comfort

This book is part of the "Neighbors Around the World Series." Two Swiss children learn how Switzerland fits into the modern world. Life in a mountain village as well as visits to the industrial cities present a well-balanced picture of Switzerland for intermediate grades. Actual photographs of Swiss scenes help children to visualize the places described. *Beckley-Cardy Co.; $1.60*

Professional Books

ELEMENTARY LESSONS IN GARDENING
By Paul R. Young

For schools which have a garden program, this book gives excellent ideas for teachers on how to organize such a program, a school-garden exhibit, gardening fundamentals, and classroom projects. There are many carefully selected photographs. *The National Garden Institute; $1.00*

HOW TO MAKE THINGS FROM PAPIER MACHE
By LaVerne Moritz

The widespread enthusiasm of parents, teachers, church groups, and children for papier-mache activities makes this book a valuable addition to instructional materials in the field of art. Simple directions for making dishes and trays, masks, puppet heads, penny banks, jewelry, figurines, table centerpieces, and window displays include step-by-step illustrations that insure a successful product. *LaVee Studio, 22 East 29th St., New York 16; $2.00*

MODERN ELEMENTARY CURRICULUM
By William B. Ragan

This book reflects the author's many years of school experience. Part I analyzes educational history and emphasizes the philosophy of child growth and development. Part II discusses curriculum design, and the organization of class and staff. Part III is concerned with curriculum improvement. Part IV presents methods for evaluating pupil progress and the elementary program. *The Dryden Press; $4.90*

PRIMARY ARITHMETIC PUNCH-OUTS

Designed by
ELDA MERTON

Four sheets of PUNCH-OUTS packaged in attractive blue envelope and ready for classroom use.

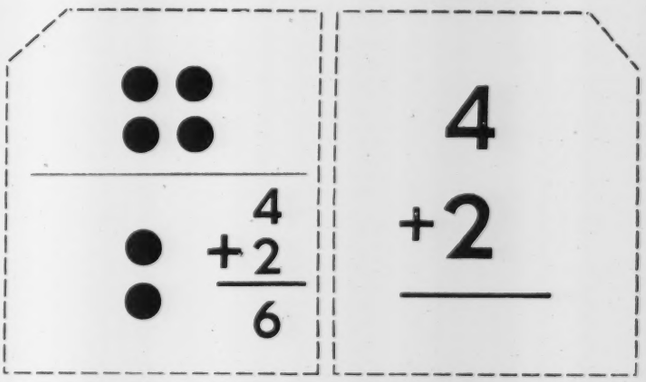
With an envelope or kit of the PUNCH-OUTS, students may:

1. Make their own Clock Face from the hands and Clock Face numbers in the kit.
2. Have their own ruler.
3. Learn grouping from the 12 disks.
4. Study and practice the first 36 combinations in addition and subtraction.
5. Discover something of the meaning of addition and subtraction processes.
6. Play store, make change, regroup ones to tens and tens to ones (using pennies and dimes), make synthetic purchases, make discoveries involving addition, subtraction, multiplication, and division.

In keeping with the Winston philosophy of attaining understanding through manipulation, discovery, visualization, generalization, and relationships, the Winston PUNCH-OUTS provide the busy teacher with part of the essential materials needed in the primary classroom for any successful program of meaningful arithmetic.

ARITHMETIC PUNCH-OUTS
Should be used
wherever teachers
believe in
LEARNING BY DOING
at the Primary Level

Learning Side *Testing Side*



Example of individual punch-out flash cards showing front and back: (actual size)

THE JOHN C. WINSTON COMPANY
1010 Arch Street, Philadelphia 7, Pa.

Pasadena 2, Chicago 16, Atlanta 3, Dallas 1

THE INSTRUCTOR Travel Contest Winners—1953

1st Prize ($150) **ESTELLE CARRUTH WORK,** Supervising Teacher, Grade 3, Laboratory School, State Teachers College, Slippery Rock, Pa. **(Italy)**

2nd Prize ($100) **ANNIE LAURIE VON TUNGELN,** Teacher, Junior Home Room and Spanish, Central High School, Tulsa, Okla. **(Scotland)**

3rd Prize ($50) **RUBY W. WEINBERG,** Teacher, Grade 5, Route 22 School, Mountainside, N.J. **(Lake George, New York State)**

40 Winners of $10.00 Prizes

Unless otherwise noted, winner's position is that of Teacher. The desired Travel Objective is indicated in parenthesis.

Carsten Ahrens, Biology, South Hills High School, Pittsburgh, Pa. (Grand Canyon)

Dulcie M. Barber, Grades 4-8, Public School, Copperopolis, Calif. (Calaveras County, Calif.)

Josephine Bristol Beck, Grades 1-2, Pierce School, Birmingham, Mich. (New Orleans)

Margaret Carpenter, English, Williamstown School, Paoli, Pa. (Nova Scotia)

Esther B. Dawson, Grade 3, Third Ward School, Tarentum, Pa. (U.S. West)

Trella Dick, Grades 5-6, Public School, Maxwell, Nebr. (Pacific Northwest)

Frances T. Dobeski, Grade 4, Garfield School, Michigan City, Ind. (Andes of Peru)

Ruth Eckman, Grade 2, Ross School, Lancaster, Pa. (Nova Scotia)

James F. Eubanks, Jr., Los Martinez Rural School, Blanco, N.M. (Mexico)

Herbert J. Farris, Teaching Principal, Union School, Buellton, Calif. (Chile)

Elizabeth R. Fetzner, Grade 8, Public School, Merriam, Kans. (Tarafa, Cuba)

Mary B. Forman, High First Grade, Independent School, Los Fresnos, Tex. (Colorado)

Jeannette W. Gray, Associate Professor, Elementary Education, Virginia Union University, Richmond, Va. (West Virginia)

Nellie Gray, Grade 6, Carl School, Dist. 7, Meridian Twp., East Lansing, Mich. (Western U.S.)

Faye C. Griffis, Grade 3, Independent School, Milisap, Tex. (Japan)

Beulah Hagermann, English, High School, Chicago, Ill.—to be assigned. (Germany)

May M. Hake, Kindergarten, Jefferson School, Gary, Ind. (Scotland)

Tennis Harding, Grade 1, Public School, Cheney, Kans. (Ireland)

W. Lyndon Hess, English, The Milton Hershey School, Hershey, Pa. (Montana)

Louise V. Hunter, Tutor-Substitute, Grade School, Cheraw, S.C. (Down the Mississippi River)

Jean Jarrett, Principal, American School, Braden Copper Co., Sewell, Chile (Around the World)

Dottla Hunter Johnson, Grade 8, Public School, Corning, Calif. (Rio de Janeiro)

Alice Fischer Jung, Grades 1-2 and Art, Bentley School, Berkeley, Calif. (New England)

James D. Landsdowne, Supervising Principal, Hamilton School, Lansdowne, Pa. (Europe)

M. Roberta Langtry, Speech Improvement, Township of East York, Ont. (Yucatan)

Katherine MacKinnon Lee, Grade 3, Public School, East Lumberton, N.C. (Scotland)

Ivy MacDonald, Grade 5, Public School, Angleton, Tex. (Everywhere)

Elizabeth Mannix, Periodical Librarian, Mt. St. Mary's College, Los Angeles, Calif. (Ireland)

Roxie Martin, Grade 1, Central School, Casa Grande, Ariz. (Mexico)

Ruth Martin, Grade 5, Cove School, Panama City, Fla. (Mexico)

Eugenie F. McGregor, Grade 5, Bryant School, Helena, Mont. (New York to Wisconsin by Water)

Ruth M. Ostegar, Grade 2, 5th Street School, Las Vegas, Nev. (Copenhagen)

Helen Patridge, Grade 2, School 61, Buffalo, N.Y. (Southern Europe)

Jean J. Pickett, English, Central School, Sherrill, N.Y. (Mexico)

Emilyn Roberts, Grade 4, Imperial Beach School, Palm City, Calif. (Philippines)

Margaret C. Ruffner, Grade 5A, Dixon School, Detroit, Mich. (Ozark Mountains)

Sister Maria Evarista, Librarian, St. Joseph's School, Reserve Mines, N.S. (England)

Mildred R. Smith, Grade 4, West Goshen School, Goshen, Ind. (Mexico)

Jessie M. Thompson, History, Grades 6-7, Rogersville, Tenn. (Scandinavia)

Ann Vegors, Grade 3, Lincoln School, Urbana, Ill. (West)

Barbara C. Markham, Grade 2, Public School, Dawson City, Yukon Terr. (England)

Frances Marshall, Public School, Burin, Nfld. (Northern Newfoundland and Labrador)

Jean L. Matthew, Principal, American School, Paris, France (Colorado, Massachusetts, New York)

Lucy Bert McCandless, English, Perry Senior High School, Pittsburgh, Pa. (England, Scotland)

Persis B. Messer, Grades 5-6, Public School, LaGrange, Maine (Circle U.S.)

Isabel H. Miles, Grades 2-3, Stone Bank School, Waukesha County, Oconomowoc, Wis. (England)

Robert S. Mitchell, Grade 6, Perkins School, Sandusky, Ohio (North Carolina)

Dorothy Moore, English, High School, Belt, Mont. (Alberta)

M. Anne Moore, Grade 1, Stanfield West Elementary School, Stanfield, Ore. (To New York City, Circle Trip)

Winifred K. Nason, Principal, Memorial School, Shapleigh, Maine. (Washington, D.C.)

Loucila Olson, Grade 3, Public School, Fosston, Minn. (Norway)

Ethel Packer, Grade 5, Harding School, El Centro, Calif. (Mexico)

Leona Patterson, Principal, Public School, Fordyce, Ark. (U.S. West)

Jean Quincy, Grade 1, Miami Park School, Miami, Fla. (Circle U.S.)

Florence M. Reid, O. H. Perry School, South Boston, Mass. (South America)

Ellen Barbara Sachs, Substitute, Public Schools, Brooklyn, N.Y. (Paris)

Lucille Sandberg, Health Supervisor, Public School, Willows, Calif. (Cuba)

Helen Scholl, School 78, Indianapolis, Ind. (Caribbean)

Mary C. Schwartz, Grade 1, Hamilton School, Pasadena, Calif. (California Missions)

Gertrude Selecman, Guidance, Hillyard Vocational School, St. Joseph, Mo. (Britain)

Ina W. Shields, Grades 5-6, Public School, Beltsville, Md. (Egypt)

Alida Visscher Shinn, Principal, Longstreth Public School, Philadelphia, Pa. (Northern Michigan)

Sister M. Cyrilla, Grade 7 and Assistant Principal, Blessed Trinity School, Buffalo, N.Y. (Vermont)

Sister M. St. Luke, Grade 2, Muscowequan Indian Residential School, Lestock, Sask. (Northern Manitoba)

Kathleen M. Smyth, Grade 2, Doran School, Fall River, Mass. (Ireland)

Mary M. Starr, Grade 5, Bryant School, Superior, Wis. (Switzerland)

Eunice W. Stewart, Grade 6, Ford School, District 8, Dearborn, Mich. (New York)

Elizabeth Sullivan, Grade 1, Seward School, Auburn, N.Y. (Oregon Trail)

Katharine S. Tadlock, Public School, North Royalton, Ohio (Ohio)

Ann Walsh Tuttle, Grade 4, Letourneau School, Fall River, Mass. (Azores)

Mabel P. Venoss, Principal, Beadle School, Sioux Falls, S.D. (Hawaii)

Charliene Waggoner, Grade 6, Aina Haina School, Honolulu, T.H. (Montana)

Lula Walker, Home Teacher, Public Schools, Santa Ana, Calif. (Circle U.S.)

Tulia Winton, Low 1 Grade, Lincoln School, El Paso, Texas (Tahiti; Samoa)

Louise Timmerman Wrinn, Grade 7, Cleveland School, Madison, S.C. (England)

Rosemary Yager, Grade 6, Central School, Chillicothe, Ohio (Venice)

Margaret Young, Grade 5, St. Elizabeth's School, Oakland, Calif. (Soda Springs, Idaho)

60 Winners of $5.00 Prizes

Marie Amirault, French, Latin, Geography, High School, Bridgewater, N.S. (Europe)

Dorothy G. Barnes, Grade 5, P. A. Walsh School, Morgan Hill, Calif. (New England)

Arline Higley Barren, Grade 2, University School, Shaker Heights, Ohio (England)

Bernardine Bess, Instructor, High School, St. Albans, W.Va. (Wales)

Grace K. Brunton, East Wenatchee School, Wenatchee, Wash. (Hawaii)

Iris Bunken, Grade 6, Rockwood School, Calexico, Calif. (Philippine Islands)

Lucille Campbell, District 51, Cherry County, Mullen, Nebr. (Switzerland)

Daniel Ciccone, Greenvale School, Searsdale, N.Y. (France)

Marjorie Clapp, Grade 5, Union Elementary School, Forestville, Calif. (Pacific Northwest)

Muriel G. Collura, Grade 4, Public School, South Fallsburg, N.Y. (Samoa)

Grace S. Craddock, Grade 6, Public School, Nitro, W.Va. (Europe)

Nelle Dalpino, Grade 1, Golden Gate School, Oakland, Calif. (Holy Land)

Marjorie Banton DeGrasse, Grade 6, Whittemore School, Waltham, Mass. (India)

Freda Norman Ecker, Public School, Knife River, Minn. (Alaska)

Mabel S. Edgerton, Grade 4, Public School, Barnesville, Ohio (Ohio)

Fannie Fogler, Grandview Rural School, Valier, Mont. (Guatemala)

Marian G. Herr, Grade 4, Athens School of Coxsackie-Athens Central School District, Athens, N.Y. (Arizona)

Mary Huffaker, Grade 5, West Stanfield Grade School, Stanfield, Ore. (Inland Empire)

Elsie Kaufman, Grades 1-2, Rolla, Kans. (Colorado)

Constance M. LaCapria, Art Supervisor, Public Schools, Port Colborne, Ont. (Mexico)

Bess Stout Lambert, Intermediate Grades, Crippled Children's Clinic and Hospital, Birmingham, Ala. (Alabama, Kentucky, Indiana, New Jersey)

Eula Fern Lang, Grade 2, Public School, Jetmore, Kans. (Colorado)

Marjorie Larson, Grade 6, Lincoln School, Huron, S.D. (Colombia via Miami, Fla.)

One travel contestant began her manuscript, "Dear Genie." If the Travel Editor were a genie, not only every winner but every contestant would have his or her wish granted. THE INSTRUCTOR can only hope that whatever star you have been wishing on will prove to be the right one. If your name appears anywhere on this list, consider it an honor!

H. Armstrong Roberts

COME TO SCHOOL SAFELY

As advertised in the Journal of the American Medical Association

"Fresh up" with Seven-Up!

The All-Family Drink... so pure, so good, so wholesome for everyone!

You like it... it likes you!

GET A FAMILY SUPPLY OF 24 BOTTLES. Buy 7-Up by the case. Or get the handy 7-Up Family Pack. Easy-lift center handle, easy to store.

Fifty Years Ago
in the
Normal Instructor

"Elementary education was stressed more than ever before when a grand army of 35,000 teachers met in Boston at the annual gathering of the National Education Association. Learning by doing, compared with learning by authority, was strongly emphasized, with stress on the working out of programs that lead to added muscular control."

The featured unit for September, 1903, was "Russia, Empire of the Tsar." Three pages were given to facts about "this little known country," including its size as "more than half of Europe and one third of Asia."

From the manual-training lesson on raffia hats and belts . . "The boys may think they should be working with hammer and saws, but raffia work will give them more manual dexterity. Encourage them by allowing much originality of color."

"We learn wisdom from failure more than from success, and we often discover what we will do by finding out what we don't do."

"Staying after school is robbing Peter to pay Paul. After school a teacher should rest and not think she is resting because she is reading a book on psychology. Prepare for another day's work by playing as much as you can."

A third-year arithmetic problem: "At $.02 a pint, three quarts and one pint of milk would cost how many cents?"

"A beautiful hand-carved Swiss clock for $1.00, suitable for your schoolroom or home. This imported and unique Swiss clock is made in the famous Black Forest by Swiss and German peasants."

EZRA TAFT BENSON
Secretary of Agriculture

The A in America stands for Agriculture, too

ABOUT 2,000 years ago, even before the birth of Christ, the Roman philosopher Cato said, "The agricultural population produces the bravest men, the most valiant soldiers, and a class of citizens the least given of all to evil designs." I believe that this is still a true, though inadequate, appraisal of the agricultural population here in America today. Whether farmers are still the best and bravest citizens is beside the point for my purpose here, but no one can say that they are not among our most useful and indispensable citizens.

Nothing is more basic to our needs than food and other products that only agriculture can produce. Coal, steel, oil, rubber, and numerous other products are, of course, vital to our national well-being. But none of them, singly or combined, are as basic to our individual lives or our national strength as food. Yet, most of us take for granted that food will always be available.

This assumption could be carried to a harmful degree. To help prevent this from happening, it would seem well to remind the boys and girls in our schools—rural and urban—of certain pertinent facts. Nearly all of our good farm land is now under cultivation. The population of this country, however, is increasing at the rate of about 2 million a year, which means, from the long-range point of view, that we will have to increase continually our production per acre and per animal to maintain our present standard of living. I have every confidence that this can and will be done.

During the past twenty-five years, crop yields in this country have increased by an average of 45 per cent; milk production per cow has gone up by 25 per cent; and egg production per hen has increased even more. At the turn of the century, one farm worker produced enough for himself and seven others; he now produces enough for himself and fourteen others. This all adds up to the fact that more of such healthful foods as fruits and vegetables, meat, milk, and eggs are available to everyone. On the average, we now eat about 10 per cent more fruits and vegetables than we did just prior to World War II; 19 per cent more meat; 29 per cent more eggs; and about 22 per cent more dairy products other than butter.

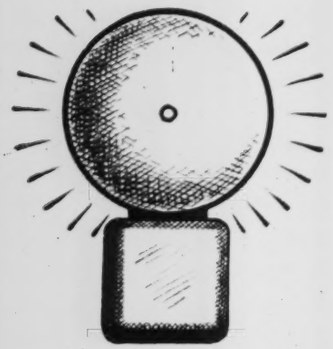
Another extremely important fact about agriculture which many of us are inclined to overlook is this: While meeting the Nation's needs for food and fiber, farmers have become a tremendous market for the things produced by industry. The manufacturers of farm machinery and equipment, the fertilizer industry, the producers of pesticides, the electric-appliance industry, the automobile and gasoline industries—all owe much, and some their very existence, to the purchasing power of this country's more than 5 million farms.

The mechanized equipment on farms is now valued at more than 15 billion dollars. Each year farmers use nearly 50 million tons of chemicals. They use about 16 billion gallons of crude petroleum, more than is consumed annually by any other industry. Approximately 320 million pounds of raw rubber are required each year to outfit farm equipment.

These are facts it would seem well for our children to realize. They should know and understand the high degree of interdependence that now exists between agriculture, industry, labor, and our country's well-being.

It is a real challenge to the teachers who have done so much in the past to make this Nation of ours a choice land in which to live. Through their help in giving agriculture the perspective it deserves, I feel confident that our boys and girls will fully realize that the "A" in America stands for Agriculture, too.

Ezra Taft Benson



The Last Bell Rings on the First Day Back

Peg I. Stapleton

Teacher of Special Education, Hoover Elementary School, Yakima, Washington

THE last bell rings—a signal for the first day of a new school year to begin. As a chemist surveys the experimental laboratory whose shelves hold bottles filled with unknown substances waiting for analysis, so you survey your classroom.

You are the chemist and before you is a rich storehouse of ideas, opinions, and potential expressions, which, if mixed with the proper proportions of interest, motivation, and encouragement, will fill the atmosphere and each mind with fumes of success. Success—miracle drug of a classroom! This is the by-product you strive for in each experiment—in each new learning experience.

You alone know, or experiment to find out, the best mixtures. You can combine these ingredients before you to maintain the great balance which equals a successful year of creative and co-operative learning.

Getting Acquainted

With the ringing of the last bell, attention turns to you. Immediately the pace for a new year's work can be set. First comes the "getting acquainted" talk between you and the class. Right here is the time for a conference which will set the stage for group planning and problem-solving discussions for the year.

There's another important value in this period. You are developing group confidence both in your judgment and in their opinions. Your interest in their affairs, regardless of how trivial they may seem, will be the beginning of their willingness to bring future problems before you and their group for fair discussion and possible settlement. Here's a place where everyone is interested in the other fellow and where everyone is entitled to take an active part in sharing opinions and ideas.

Plans

So you're acquainted! Now is the time to formulate group standards for this year's progress. The basic ideas are presented by the class with, of course, guidance from you. In this way, each one knows what is expected of him and of his neighbor in both academic and social situations. Today's plan is flexible and it remains so throughout the year. Future problems can be met as they appear. Today you're setting up such standards as your class feels are necessary for good room management. They may not seem as effective as a set of rules you have already decided upon, but by trial and error you'll all make new discoveries. You may see a positive error, but instead of definitely vetoing the whole idea, try suggesting more thought by the group.

An effective leading statement in such a situation can be, "Jean has a fine idea in saying that anyone who doesn't behave in line should be sent back to the room or have some other type of punishment. Let's see. If we have to plan a punishment for each person who doesn't follow a certain standard, how much time will we need for this period today? Could we work along the idea of making only suggestions that everyone is willing to co-operate with in the first place?"

From then on, be sure that each class member agrees that the proposed idea is one that is worth while in making the school day run smoother; that it is necessary to take care in advance of certain problems that we know can come up. The class will work out of the pattern of "If someone doesn't do something, we will do something to him," and begin constructive thinking on new systems of keeping the room clean, protecting private property, and working for papers to be proud of.

Never openly criticize or make fun of a plan, for it must have been important to someone. Your goal is to get even the most retiring pupil to offer his thoughts. He needs security in knowing that his ideas will be considered.

Explosions

Your laboratory is not exempt from explosions. What a dull place it would be if there were nothing to upset your plans! You can't experiment with all your varieties of social, mental, and physical mixtures and expect a perfect result each time. The challenge of perfecting a failure (so necessary in any task) would be lost.

For instance, Bill has just made up his mind that this business of waiting until lunchtime to eat his candy bar is not for him. He has decided to be an individual, and the rest of the class are still proceeding in group form. Does he still wish to be a member of the group? (Usually he does.) Then we wonder (audibly) whether he would mind being a little more courteous and either not eat in front of the group, or offer all of us some of the same, or leave the room until he has finished, so that we may continue the work we're doing together without his disturbance. It will surprise Bill and it will surprise the class. Surprise—that's an exciting element. As often as you can produce it effectively, do so.

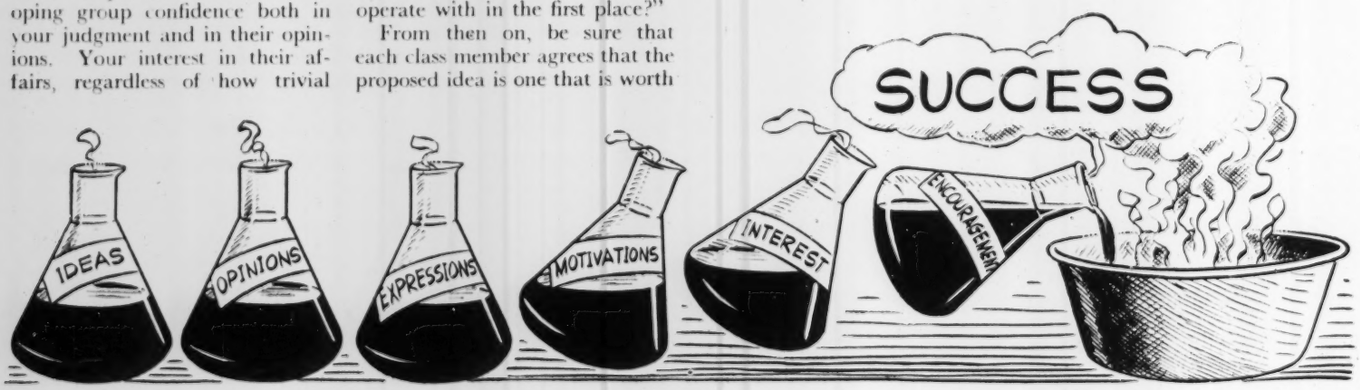
Now suppose that Bill doesn't care at the moment whether he has anything more to do with this group or its activities. Right now he is doing some testing of his own and he is mixing his own substances to try to get an explosion out of you. This is one formula you don't have, so the two of you test together. Your ignoring Bill's actions has no part in his experiment, for you are supposed to be furious. He may try every possible means to strike up that flare of temper. But still it isn't half so much fun if the teacher isn't as interested in Bill's plans now that he is working by himself. She is usually so encouraging in group progress. He'll discover that his success in holding your interest depends on conforming to group approval.

Now that's a new angle. A pupil holding the teacher's interest! In educational classes we learn that the teacher does all in her power to hold the interest of her class. But it also works hand in hand with the pupil's feeling successful when he holds the teacher's interest in what he is doing. He is eager for that type of attention and the recognition that comes with it.

Bill hasn't finished experimenting with you. He's out to tempt your temper, but you are equally out to patent your patience. This trial will test the two of you. This time you need that miracle drug success for yourself. To gain it you may need to uncork your special mixture of powerful determination, wit, and wisdom.

A Chance for Independence

This first day is perfect for introducing several systems of your own that will be fun for the class and yet start them on the road of accepting responsibility. Pass out small slips *(Continued on page 89)*



Club Your Discipline Problems!

ROBERT J. NAREAU and ARLYN G. SWEENEY
Photos by GEORGE L. CLINE

North Avenue School, Del Paso Heights, California, is the setting for this article. Mr. Nareau is principal; Miss Sweeney, the fifth-grade teacher. Mr. Cline is the director of audio-visual education. Del Paso Heights School District.

Two sixth-grade boys, members of the Woodworking Club, put the finishing touches on a slide which they are making for the kindergarten class.

Two fifth-grade boys, members of the Audio-Visual Club, practice assembling a 16 mm. movie projector.

Members of the school Tap Dance Club practice one of the routines.

CLUB your discipline problems! It sounds like a drastic approach to an educational dilemma, but it is working for us with astounding success. Located in a community that is substandard, both economically and culturally, our school suffers from crowded classroom conditions, as a result of the great East-West migration which is under way. As another complication, we have many children from migrant families, who are unaccustomed to feelings of security, and who rebel against any discipline. All these factors contribute to poor attendance.

To meet the situation, we felt that we had to adapt the school program to fit the needs of our particular community, by including in the curriculum subjects and activities which would be of greater pupil interest. Thereby we would attack the antagonism of the children toward a school curriculum above their ability levels and out of their interest range. One of the methods decided upon to meet the challenge was the club program.

At North Avenue School, the last hour of each school day is now devoted to a variety of activity periods geared to both teacher and pupil interests. These activities are elective in that the teacher has a choice of which she will direct and the pupil may choose the club in which he desires to participate.

A meeting of the upper-grade teachers was held to ascertain their nonacademic interests and abilities. No teacher is assigned to direct an activity unless she has indicated that her preference lies in this field. The activity must be one that she can and wants to direct.

The traditional type of teacher is apt to make the club meeting just another classroom lesson and recitation period. The recreational flavor must be present if interest is to be maintained, and the introduction and maintenance of that flavor will depend upon the teacher-sponsor.

Before the opening of the club program, all necessary equipment must be gathered and ready for use at the first club period so that no loss of interest will result from waiting around to get started. The home-room teacher explains the club program thoroughly to her children. They are permitted to make their own choice, with guidance from the staff so that children are not in clubs outside their interest or ability range.

This guidance becomes exceedingly important when dealing with pupils who are unable to succeed academically. Steering them into a club activity in which they will be able to excel gives them that feeling of accomplishment so necessary for a successful adjustment to life.

After the children have made their choice they attend that club for the first week as a trial period. At the end of the first week, the final choice for the entire semester is made, with no changes permitted. We feel that we must set up this stringent requirement for the following reasons.

1. If continual changes were allowed, it would make it increasingly difficult for the teacher to develop a program with any degree of continuity because many of the activities are such that they require pupil attendance from the beginning if full benefits are to be realized.

2. It would be frustrating to the original group of children if the teacher continually had to repeat work already taught. But it would be equally frustrating to those pupils entering the activity after it was under way if the teacher did not start over again for them. *(Continued on page 82)*

Some of Our Clubs

CLUB	COST	ACTIVITIES	BENEFITS
Woodworking	Machines Drill press Table saw Jig saw Lathe Sander Hand tools Lumber Paint	Christmas gifts Jig-saw puzzles Baseball backstop Kindergarten playground slide Rocking horses	Training in the use of tools Carry-over value for use of leisure time Beautifying schoolrooms and homes Co-operation between various age and grade levels Feeling of accomplishment
Newspaper	Paper	Learning the fundamentals of journalism Aids spelling, reading, writing Putting out a school newspaper	Development of school spirit, a sense of responsibility, awareness of school and community
Audio-Visual	None	Training pupils as operators and technicians in the use of school A-V equipment-movie, slide, and opaque projectors, tape recorder	Sense of responsibility Teamwork Co-operation Technical knowledge Guide to future vocations
Dramatics	None	Presenting skits, pantomimes, plays	Self-expression Interpretation Poise Incentive to academic learnings
Charm	None	Training in niceties of life Learning morals and manners Practicing good conduct, grooming, etiquette, and social graces	More enjoyable life Poise Self-assurance Improved standards of behavior
Tap Dancing	Records	Learning fundamentals of tap dancing Performing at school and community functions	Development of teamwork, group performance, grace, co-ordination, rhythm, and poise Carry-over value for use of leisure time

EVERY DAY . . . .

Harold M. Lambert

We play.

Courtesy, Log Cabin Syrup

We eat.

Harold M. Lambert

We wash.

We rest.

Setting Up an Aquarium

Paul E. Blackwood

Specialist for Elementary Science, U.S. Office of Education

To help you with your classroom science activities, Mr. Blackwood and Dr. Gould will present this science page each month.

THE presence of a fresh-water aquarium in your room will help you answer certain questions about plants and animals. Observing the plant and animal life in an aquarium is always interesting and those children who have not had the experience can learn something from it.

Through setting up and observing an aquarium, children will find answers to some of their own questions.

How do you start an aquarium?
What plants and animals are needed in an aquarium?
What kind of plants will grow in an aquarium?
Do goldfish eat plants?
Where do fish get the air they breathe?
How do snails help keep an aquarium clean?
How are plants and animals helpful to each other?

Other questions will come up when the children begin to discuss how to take care of an aquarium. Fish and people are alike in needing certain things.

1. Plenty of air (oxygen) to breathe. (Where will they get it?)
2. The right temperature. (What is the right temperature?)
3. Proper food. (What is the food they need and where will they get it?)
4. A clean, light place in which to live. (How is an aquarium kept clean and what is the proper amount of light?)

Plants also have certain needs. There will be questions about the needs of plants.

When children understand that their own questions are going to be answered as they set up and study an aquarium, their interest will be high. The reason for having an aquarium will be understood. So now let's think about making an aquarium.

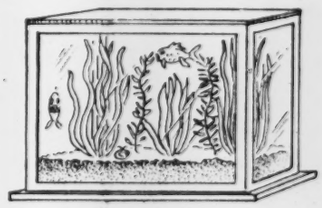
Starting An Aquarium

1. Select an aquarium tank. A rectangular tank holding several gallons of water is best. Curved fish bowls are not easy to take care of and you cannot see the fish clearly in them.

2. Clean the tank thoroughly. Remove dust and grease from the glass. If you use soap, be sure to rinse the tank with clear water several times.

3. When the tank is clean, you are ready to add sand. Fine white river sand is best, but any sand will do. Everything you put into the aquarium needs to be clean. The sand can be cleaned by passing running water over it until the water looks fairly clear, and all floating dirt is washed away. Then pour enough sand into the aquarium to cover the bottom to a depth of one to two inches.

4. Place the aquarium where you want to keep it permanently. Do this now especially if it is a large aquarium because it is too heavy and difficult to move when filled with water. Where would you think you might keep your aquarium? It is best to keep it in light from a north or east window. In those positions there is enough light but not too much direct sunlight. Direct sunlight



sometimes causes the plants to grow too fast and also may heat the water too much. If you must place the aquarium near a south window where there is bright sunshine, it would be a good idea to shade the aquarium. A piece of dark paper can be fastened to the outer side to keep the sun off.

5. Now, you are ready to add water. Place a piece of heavy paper over the sand. A folded newspaper will do. Slowly pour the water *onto* the paper. This prevents the sand from being stirred up. Keep pouring the water until it is about six inches deep. Carefully remove the paper.

6. The aquarium is now ready for planting. It is a good idea to have two types of aquarium plants, a rooted type and a nonrooted type. Two of the rooted plants are Vallisneria and Sagittaria. Two nonrooted plants are Elodea and Myriophyllum. You can usually obtain these from a pet shop, or from someone in the neighborhood who has an aquarium already started.

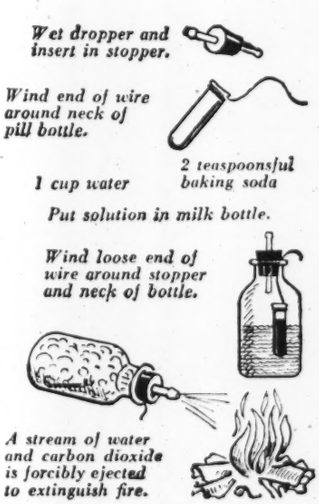
Select several plants of the rooted type and bury the root ends in the sand. Then add several nonrooted plants. Weight down the lower ends of the nonrooted plants with small stones. Arrange the upper parts of all plants so they float freely in the water. Don't use too many plants at first. Watch to see how fast they grow.

7. Now that the plants are in it, the aquarium can be filled with water to within one inch of the top. Hold a folded newspaper over the aquarium plants to break the fall of the water. The water should become clear in a day or two. If it does not, it is usually an indication that there are some dead or decaying plants. Cover the aquarium tank with a glass plate. *(Continued on page 85)*

SCIENCE in the Home - I

HENRY GOULD Professor of Science, State Teachers College at Brockport, N.Y.

THE FIRE EXTINGUISHER


Wet dropper and insert in stopper.
Wind end of wire around neck of pill bottle.
2 teaspoonsful baking soda
1 cup water
Put solution in milk bottle.
Wind loose end of wire around stopper and neck of bottle.
A stream of water and carbon dioxide is forcibly ejected to extinguish fire.

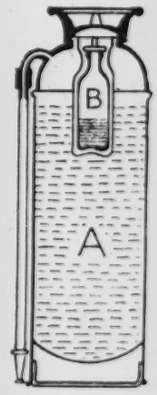
Three things must be present in order to have a fire:

1. Something that will burn (a combustible substance)
2. A temperature at which the substance will catch fire (kindling temperature)
3. Enough oxygen to keep the fire burning and so producing light and heat (rapid oxidadation)

A fire extinguisher puts out a fire by lowering the temperature and keeping the oxygen away. You can easily demonstrate the action of the soda-acid type of extinguisher with the following materials:

1 medicine dropper with rubber bulb removed
1 #7 one-hole rubber stopper
8" thin wire or string
1 small pill bottle filled with vinegar
1 half-pint milk bottle
1 cup of water
2 heaping teaspoonsful of baking soda

Assemble these materials as illustrated at the left. You now have a model fire extinguisher. Then put a sheet of paper in a pail or sink and light it. When it has begun to burn, invert the bottle. This will produce a chemical reaction between vinegar and the baking-soda solution resulting in carbon dioxide. Direct the stream of carbon dioxide and water to the flame.



When the extinguisher is inverted, sulphuric acid (B) reacts with baking soda solution (A) to liberate a strong stream of carbon dioxide gas and water.

This type of extinguisher pumps a stream of liquid carbon tetrachloride. The liquid forms a vapor which smothers the fire.

ENJOYING ART

With the October issue we will again reproduce a painting on the cover, and Harriet Garrels' interesting discussion will give you information about the artist and his work. Additional art ideas for you to peruse and enjoy will be included each month. E.B.

Once in a lifetime... A NEW SCHOOL!

The children from an out-moded building were moved into a new elementary school for the last few weeks of the term. After they had lived with the discomforts of an unfortunate necessity for six years, the new building was finished in time for them to enjoy it during a brief period before summer vacation and junior high school in the fall.

An over-crowded room does not wear on a child as it does on a teacher for she must put forth extra effort to make the room comfortable and pleasant. Yet, inadequate space and facilities limit the freedom which a child needs, and situations arise which are hard on the emotions of all.

Here are some of the comments made by the children after they moved into their new building, which show their appreciation of the beauty around them.

"I think the new school is really nice, especially since I have been in so many old schools where the stairs would creak and the paint was coming off the walls." *Billy*

"I think if every school could be as nice as our school, the world would be quite a different place." *Jo Ann*

"One can look far and wide out of every window and see a beautiful view." *Nancy*

"The coat room is tricky because you turn one knob and five doors open." *Kent*

"When you close the coat room, you have five bulletin boards." *Mary Anne*

"In the new school there is a lot more room to do extra things like noon-hour games, puppet shows, and plays." *Charles*

"In the new school we don't need shades because we have a new kind of glass that does not let the bright light in." *Carol*

"We have green chalkboards instead of the old blackboards. We like them." *Robert*

"The new schools don't look like the old schools. They are built in units and put together like the building blocks we used to play with." *Michael*

The SEPTEMBER COVER

The toys made by children in grade one, under the direction of Mrs. Ethel Manley of Odell, Nebraska, are an indication of the pleasure connected with making original things. There is a large box in Mrs. Manley's room where children deposit clean popsickle sticks, tops of ice-cream cartons, milk-bottle tops, paper bags, cereal boxes, vegetable bags, and anything which might ever be used to "make something."

When any child finishes his required work ahead of the others, he is allowed to go to the supply box and look over its contents. As he does this, he tries to think of something which could be made from some of the boxes or bags.

One boy was constructing a man from an ice-cream carton which formed the body. He had made the legs of toothpaste-tube boxes when Mrs. Manley saw he could not find anything suitable for the head. "It would not have to be a round head, since this is to be a make-believe man," she suggested. That was all the help he needed. He selected a box and completed the figure of his robot.

The shy duck, which you see on the cover, was made of tough paper bags, so that it was possible to move the head up and down with no mechanical device. The long-legged animals stand on popsickle sticks, for legs. There were others which we did not have room to reproduce: an oil truck with a box for stowing the hose, a tractor made from small boxes, and a paper-bag bantam rooster.

The old playground is... A PICTURE

Snapshots, taken by children on the playground, will awaken them to the possibilities of drawing pictures near at hand.

It was just before the afternoon session on a sunny day. The playground at the elementary school was as gay as a carnival! The center of interest was a huge metal swing-around where many children rode. At the side were individual swings giving vent to young enthusiasm. Everywhere was a panorama of shifting color.

The ground swept down to a grassy knoll where a giant tree furnished the shade. Children shouted happily, feeling only the pleasure which rhythmic motion gives—at home in a beauty to which they were oblivious.

This is an adult picture that appealed to me. The beauty of it might not have been apparent to a teacher struggling with the problems of a hilly, uneven playground. However, many things of beauty near by will become apparent when children set out to photograph their neighborhood.

AN *ARTIST* to introduce to your classes - - - *Katherine Milhous*

Children often become interested in art by looking at well-illustrated books. They get a feeling for color, design, and contrasts in form that leads them into an appreciation of art masterpieces. They will enjoy this short biographical sketch.

If you know what you want to be when you grow up stick to it and you will succeed. Katherine Milhous did. She lived in a small town where there was no painting, no sculpture, and not even a library. But there were books in her home, and in these English classics and fairy tales, she met her first make-believe characters and decided to invent some of her own.

Her father gave her a start in drawing and writing by handing her a pencil to amuse herself and keep her away from the presses in his printing shop. She decided to be an artist and so went to an art school where she worked very hard at what she loved best—drawing and painting. Later she added story writing to her list of achievements.

BOOKS WRITTEN AND ILLUSTRATED BY MISS MILHOUS

HERODIA, the story of a traveling puppet show

LOVINA, a child who treasured a Pennsylvania Dutch plate

THE EGG TREE, an old custom that became a modern one

PATRICK AND THE GOLDEN SLIPPERS, the Mummers' Parade

But with this persistence and a love of all that is beautiful and worth while, Miss Milhous has studied several languages and traveled through Europe. She reads about and, when possible, visits the subject she is drawing. Nothing is too much for her to do.

Photo by Philadelphia Inquirer

AMATEUR RADIO in Public Schools

Dorothy House Guilday

Teacher, Grades 5-8,
Starks State Graded School,
Rhinelander, Wisconsin

Joe Botsford Photo

Mr. Clarence Wentland, founder and operator of the Oneida County radio program, and some children are "visiting" via radio with pupils in another school.

WHEN the children in our county schools meet each other they ask, "Have you been on the air yet?" This enthusiasm does not refer to broadcasting over our local radio station, but rather to talking over the county-owned amateur radio set.

The amateur radio equipment is used as an educational tool in the public schools of the county. Costing approximately $400, the radio station is operated by Mr. Clarence Wentland, who is county supervising teacher, and a licensed amateur radio operator. The portable set uses the call letters "W9OTL, fixed portable 9."

Mr. Wentland first became interested in radio in 1927. By 1933 he had obtained his license. During his stay at Hustinsford School, 1937–39, that school held interschool sessions with schools at Columbus, Waupun, West Bend, and Beaver Dam. Amateur radio operators in those cities had taken their own transmitters to school or invited students to their homes.

Gradually, then, evolved the idea of using amateur radio in the schools as an educational tool.

For several months last spring, Mr. Wentland visited the schools of our county, setting up the portable amateur station (this takes about a half hour) and acquainting the pupils and teachers with amateur radio in the classroom. Then the group would "visit" schools, groups, or individuals in the surrounding area. The program's aims include: improving human and personal relationships; enriching subject matter in science, history, citizenship, English, language, speech, and art; and developing vocational or avocational education.

Let's look in at some of the schools to see what has happened through amateur radio. Helen Cloutier, noted author and amateur radio operator, visited with several Pine Lake schools. The usual procedure of all amateur radio operators is to call each other by their first names regardless of age, sex, or profession. Imagine the children's delight to call Miss Cloutier, "Helen," specially since some children had read one of her recent books, *Sim Barton, Girl Operator.*

The contacts with other operators almost cover the Western Hemisphere. Hazelhurst pupils learned about Ashland, Wisconsin, from W9BCY, an operator who resides there. In Trout Creek, Michigan, a farmer invited children to his home. Here they visited with youngsters in Lake Tomahawk and Minocqua grade schools. The children from Cassian visited with an amateur at Silver Spring, Maryland, in sight of the nation's capital. Other groups have been able to contact Puerto Rico, Cuba, and South America. Place geography is fun and easy to learn via amateur radio. Boys and girls locate the cities, states, and countries as each is being heard from. Many pen pals have been established.

Amateur radio operators in Waupaca and Weyauwega, Wisconsin, regaled boys and girls at the Gross School with accounts of Indian tribes.

Iron mining 3000 feet underground is the favorite topic of an amateur radio operator and miner at Negaunee, Michigan. In this unique manner, the classes at the Bernsteen School "visited a mine."

Tall tales for the youngsters' enjoyment have been told by operators at Duluth and Anoka in Minnesota, and at Spooner, Wisconsin. Our pupils often relate stories of the Hodag, the mythical creature created by Gene Shepherd of Rhinelander years ago. The old stories of his capture and actions provide classes with an excellent storytelling period via amateur radio.

At the Starks School, Mary J. said that she and her classmates wished to learn about the states bordering Wisconsin. Mr. Wentland and the portable set provided numerous contacts with operators in Minnesota and Wisconsin as well as Michigan. Many questions were answered for Mary and her group.

When the portable set was at Enterprise, W9DHQ of Lake Mills, Wisconsin, called in and asked to talk to Ervin O. Ervin had a lump in his throat and tears in his eyes as an old acquaintance of his family visited with him from several hundred miles away. The incident broke the ice and everyone felt freer to participate in sharing information of educational value. It was an experience in human and personal relationships which none of the children will ever forget.

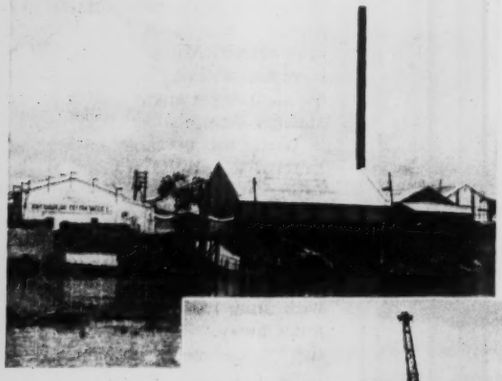
Bulletin boards in every school which has been on the air proudly display QSL's (acknowledgements of amateur radio communication). Pupils wait impatiently for the operators they have contacted to send their acknowledgements to them.

The entire program could not be executed without the assistance of the amateur radio operators. In many places, they had been organized to handle messages in case of emergencies, but probably none of them ever thought they would become instrumental in furthering education. Certainly they have accepted their role in this educational project with the same enthusiasm shown in organizing emergency units.

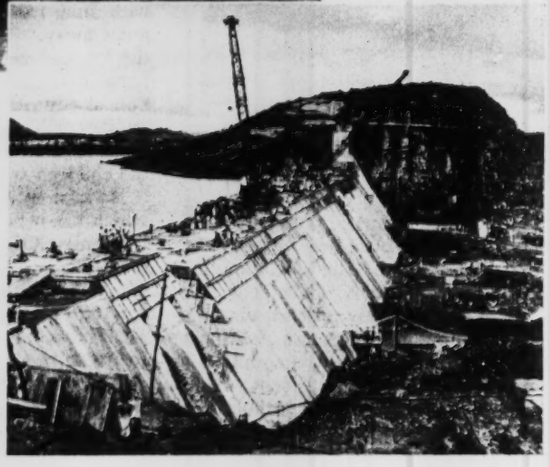
The program is far from complete. Future plans include more interschool classes. It is hoped that eventually amateur radio stations, operated by fully licensed pupils and teachers and dedicated to education, will be a part of the equipment in every school. There are also dreams of arranged meetings among teachers on a local, state, national, and international level.

We in Oneida County feel you are missing something in your school unless you can say, "Yes, our children have been on the air via amateur radio."

The UNESCO radio (left) spreads health information to Indian women and children. Girls and boys (above) visit with President Rajenda Prasad at a New Delhi festival.



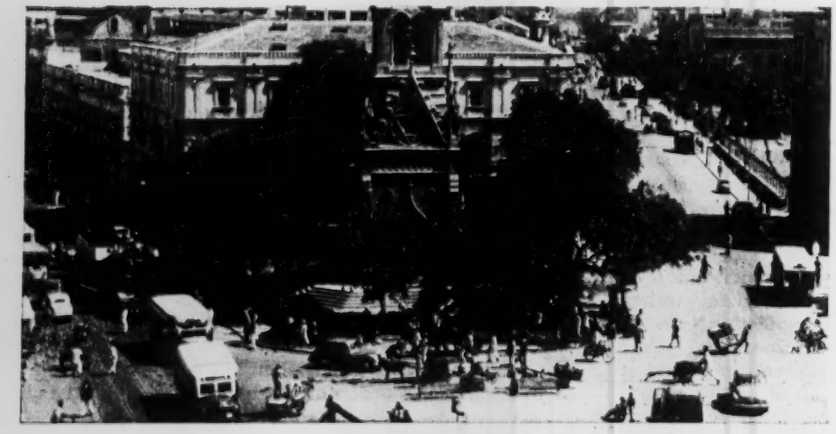
Modern industries are being developed everywhere. This cotton mill is in East Pakistan. Highly trained engineers planned and supervised the building of a large dam (below) near Tilaiya, India.



An Indian land-army unit moves from field to field pulling weeds. In this way, large areas can be covered in a day.

India, Pakistan and Kashmir

How many ways of travel do you find on the streets of Karachi (below)? Could you tell what land you were in just by looking at the buildings? In the country, too, modern roads are replacing old ones. The man in the boat (right) is carrying stone across the river for a new road in Kashmir. Notice that the boat does not have a motor.



Photos on this page by courtesy of the United Nations, the Pakistan Mission to the United Nations, and the India Information Services

Our Changing World-I

Many parts of the world are changing so fast that school reference books can't keep abreast of new developments. THE INSTRUCTOR will present five Resource Units this year to keep you up-to-date. One on the Middle East will appear in November.

India, Pakistan and Kashmir

MARIAN F. OWEN

INDIA, that great subcontinent of Asia, became independent on August 15, 1947. The country was partitioned, and India, Pakistan, and Jammu and Kashmir emerged.

Prior to independence, India had been a part of the British Empire. Great Britain had gained control of the area from the British East India Company in 1858.

Background

Climate, topography, literacy, customs, government, and religion have all affected the history of India, and must be considered in any study of modern India.

Under British rule, India consisted of provinces and native states. The provinces were ruled by a provincial governor and council appointed by the Crown. The native states were ruled by native princes. The greater princes had almost complete independence while the lesser ones had no more power than an ordinary magistrate.

The people belonged to several religious groups, but most were either Hindus or Moslems. Before partition, India was about half the size of the United States with a population of over 90 million Moslems and 300 million Hindus. Contrast these 390 million (without counting other religious groups) with the population of between 159 and 160 million in the United States. It was because each group feared domination by the other that a united India was not achieved following independence from Great Britain.

Leaders

Among the early leaders who worked for independence were Mohandas Gandhi, Mohammed Ali Jinnah, and Jawaharlal Nehru. Gandhi belonged to the merchant caste of Hindus. He tried to teach people to achieve liberty without violence, and to use native products. Gandhi believed that India should be strong agriculturally. He thought industrialism could come later. He also wanted a free united India. Mohandas Gandhi was assassinated six months after independence by a Hindu who objected to the leader's efforts to unite Hindu and Moslem.

Mohammed Ali Jinnah was a Moslem. His education included the study of law in England. Gandhi and Jinnah were agreed on independence, but differed in the methods of achieving it. Jinnah finally concentrated his efforts on forming a Moslem state. Mohammed Ali Jinnah died in 1948, after serving as the first Prime Minister of Pakistan.

The name of Jawaharlal Nehru is in the news almost daily. His parents were members of a prominent Hindu family. He became the first Prime Minister of free India in 1947.

India

ONE provision of the Indian Independence Act was that with the end of British rule, "the sovereignty of the Crown over the states would lapse and not be transferred to successor governments." This Independence Act applied only to the provinces, however. It did not apply to the 562 native states in India. Most of the states signed separate Instruments of Accession and became a part of either India or Pakistan, depending on whether the majority of the population was Hindu or Moslem. The problem of the disposition of Jammu and Kashmir has not been solved.

Facts and Figures

The republic of India stretches from the Himalaya Mountains to the Indian Ocean, a distance of 1,900 miles, and has 28 states.

Although India has many well-educated leaders, about 82 per cent of the population can neither read nor write. Under the new constitution, compulsory free education is provided for children through age 14. In 1952, India had 28 universities, and more than 650 colleges. Technical courses are being stressed to provide trained people to set up and maintain the economy and government.

The country has about 40,000 miles of railways, but it is not an efficient system because of variations in track gauge. The lack of good building materials, especially in the plains bordering rivers, and heavy seasonal rains make roads expensive to build and maintain. Even river transportation is often interrupted during the rainy season by floods.

Although English is in general use, the new government hopes to replace it with Hindi by 1964, to be written in the Devanagari script. Among the fourteen languages commonly used in India, there are two hundred dialects.

Religion

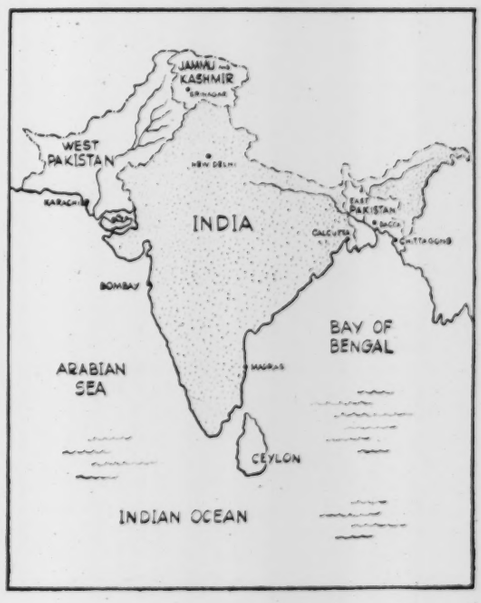
The constitution guarantees religious liberty to all forms of worship. Since partition, the Hindus make up more than 85 per cent of the Indians, but there are still Moslems, Buddhists, Christians, Jains, Sikhs, and Parsees. The Hindu religion is the oldest, and ancient rules govern every act of a Hindu's life. It teaches a person to accept his fate whether of wealth or poverty, sickness or health—a belief which often hinders progress.

In the Hindu religion, there exists a system of castes which are partly social, and partly religious. There are four main groups, exclusive of the untouchables: priests, warriors, farmers, and laborers. Under the constitution, the stigma of untouchability has been abolished. This division of people into specific work groups has been another factor making national progress difficult.

Constitution and Election

On January 26, 1950, India was formally proclaimed a sovereign democratic republic under the constitution drawn up by the Constituent Assembly. The constitution, the longest in the world, provides for freedom of thought, speech and religion. All groups, regardless of their beliefs, are equal.

The country includes a union of states governed by a president, elected for five years. Assisting the president is a cabinet headed by the Prime Minister, the latter chosen by the president. In the legislature, there are two houses. The lower house, a House of the People, has five hundred members, elected by popular vote. The upper house is called the Council of States. Each state has a constitution similar to the central government, and



India, Pakistan and Kashmir (continued)

Photos, courtesy, the India Information Services and the Pakistan Mission to the United Nations.

Story hour in Delhi Public Library

the state governors are appointed by the central president.

India held its first election early in 1952. Voting was entirely new to the people, but considering the problems attendant on language and religion, and the magnitude of the job, the results were noteworthy. Rajendra Prasad was elected president, and he named Jawaharlal Nehru as his prime minister. The government meets in New Delhi, the country's capital. *(Continued on page 94)*

Pakistan

IN AUGUST 1947, Pakistan made its bow as a nation. It is now a self-governing member of the Commonwealth of Nations, made up of two parts separated by 1,100 miles.

West Pakistan includes the Punjab, the North West Frontier Province, Baluchistan, and Sind. East Pakistan comprises most of East Bengal, and a large district formerly in Assam. These two parts of Pakistan are united in religion and government as well as by modern forms of communication. Pakistan has the largest Moslem population in the world.

When the partition lines were drawn, they were intended to separate Moslems from Hindus. The Punjab and Bengal provinces were divided with this in mind, but when partition was accomplished, there were still millions of Sikhs and Hindus in Pakistan, and millions of Moslems in India. An exchange of population took place, and Pakistan found it had lost many business and professional people who were either Hindus or Sikhs.

Facts and Figures

West Pakistan, facing the Arabian Sea, has fertile valleys, deserts, and high mountain peaks. It has little rain, and must depend on irrigation to produce successful crops. The Indus River and tributaries are used in large irrigation projects.

The largest city is Lahore, in the West Punjab. The capital is Karachi, a seaport city located in Sind. It is also the site of one of the largest and best airports in Asia.

About 80 per cent of the Pakistanis live on farms. The Baluchistan Desert, which is about one third of the land area of West Pakistan, receives less than five inches of rain each year. Contrasting with this are the floods which occur in the Punjab section.

East Pakistan, facing the Bay of Bengal, is in the low, hot, delta lands of the Ganges and Brahmaputra Rivers. In addition to annual damage to crops and property by cyclones during the monsoon season, the storms also affect shipping on the seacoast and rivers.

A government meteorological department, which has been set up under UNESCO supervision, is trying to predict and chart the courses of storms and make recommendations which will save crops and property.

East Pakistan, which receives most of the rainfall during the monsoon season, has very fertile lands, and yet millions of inhabitants are extremely poor. Each person has less than an acre of land, and starvation accounts for many deaths. East Pakistan has about ¼ of the total area of the Pakistan nation, but it also has ½ of the population. Here there are about 800 people per square mile, whereas in parts of West Pakistan there are about 110 per square mile. Earthquakes add to the misery and insecurity of the people.

West Pakistan is known as the granary of the subcontinent in times of good weather. It normally produces large crops of wheat and other cereals, as well as cotton. East Pakistan grows rice, jute, oil seeds, and tea. Its jute production is the largest in the world. Since most of the coal mines are in India, Pakistan must send the bulk of its raw materials there to be manufactured.

Within the past year, Pakistan complained to the UN because many people there face starvation. They accused India and Kashmir of diverting water from the five great rivers which have their sources in northern Kashmir. When the irrigation canals are full in West Pakistan, the country can easily harvest three crops a year. Instead of being among the best-fed Asians, the Pakistanis are forced to buy wheat.

India's reply to this UN appeal was that the Pakistanis were *(Continued on page 93)*

Kashmir

SITUATED north of India and bordered by Pakistan on the west is Kashmir with its five beautiful valleys protected on the north by the Himalaya and Karakoram Mountains.

Kashmir is now semi-independent. Since the days of the Mogul Emperors of the sixteenth century, Kashmir has offered a retreat from the heat to the ruling dignitaries, their friends, and international tourists.

In the largest valley, which is 85 miles long and 25 miles wide, is the section known as the Vale of Kashmir. In this area lie the famed Shalimar gardens which were built by the Persians.

Facts and Figures

Although the name Kashmir means "happy valley," a review of its history does not seem to bear this out. For centuries, the Kashmirians have been overrun by Brahmans, Moguls, Pathans, Sikhs, Dogras, and the British. Akbar brought Kashmir into the Mogul Empire in 1586. The Afghans conquered it in 1756, but the Sikhs were the rulers by 1819. In 1846, the British set up as prince, a Hindu from the family of Jammu. The family had given the British some assistance in driving out the Sikhs.

It looked for a time in 1947 that Kashmir would enjoy peace. However, in October, the Pathans, hill tribesmen from Pakistan, invaded the country. They were reportedly sent there with the permission of the Pakistan government. The latter was anxious to have the fertile acres of Kashmir. The excuse for invasion was to liberate millions of Moslems.

The ruler of Kashmir, Sir Hari Singh, a Hindu maharajah, appealed to India for help. The Indian government offered armed assistance in return for the maharajah's signature on an Instrument of Accession. This gave India control over defense, communications, and foreign affairs. The maharajah also agreed to have a Moslem named head of the government. India in turn agreed to pay the maharajah $200,000 per year for life while Kashmir would pay him a slightly smaller sum. The maharajah then abdicated.

India appealed to the UN for help regarding Kashmir. A commission was set up to study the problem. Fourteen months later, the UN established a cease-fire line. In the meantime, the Indians had succeeded in holding the rich, fertile valleys, while the Pathans controlled the mountainous parts.

In many respects, Kashmir is one of the most backward *(Continued on page 96)*

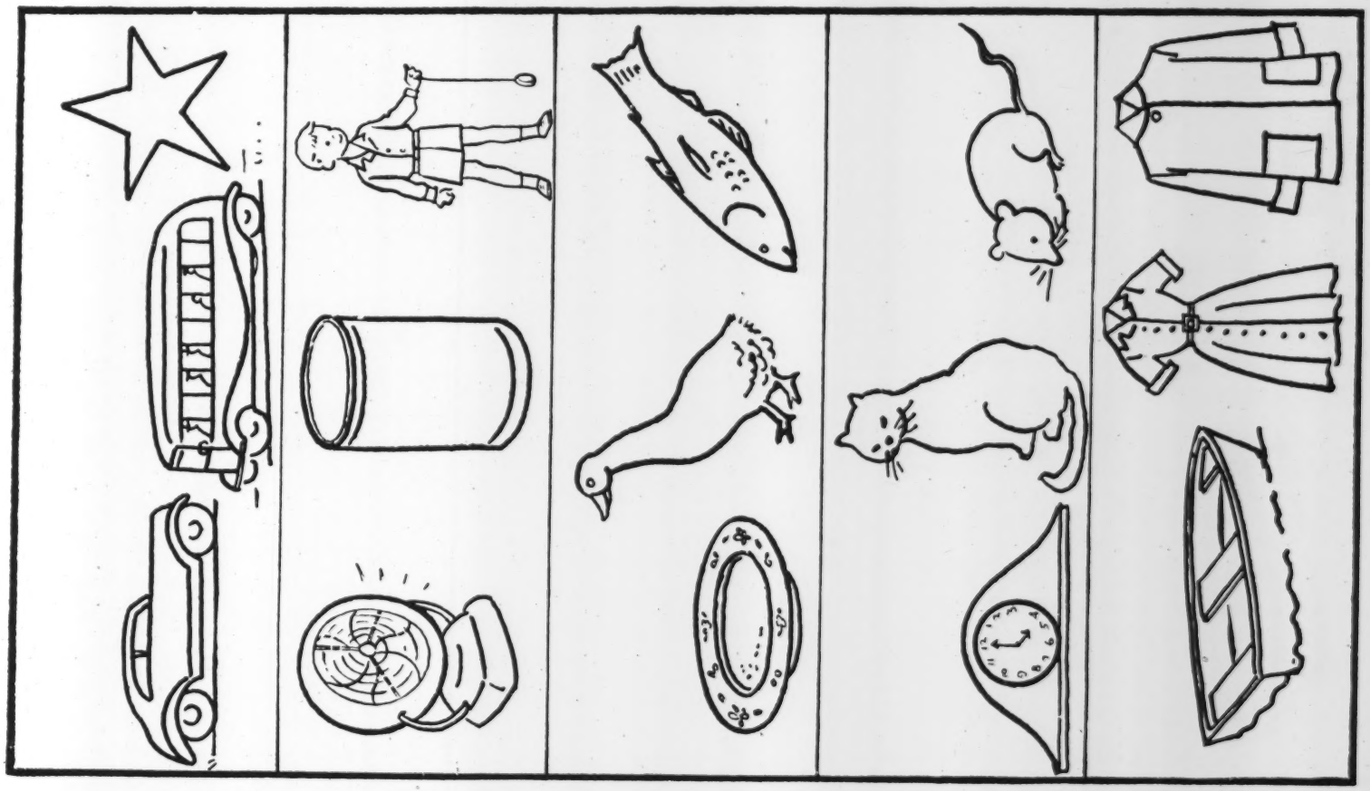
Children in Pakistan participating in outdoor group activity

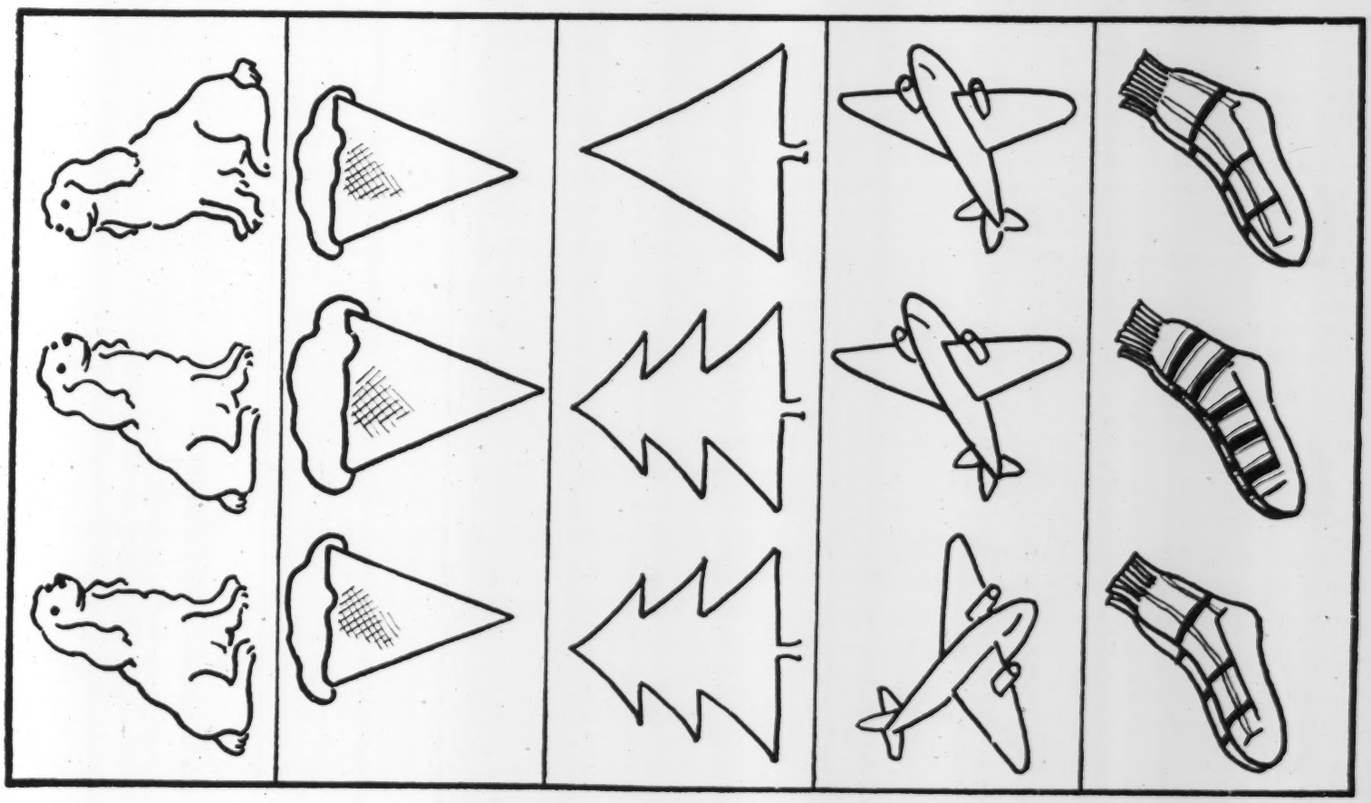
READING READINESS SEATWORK

Irene Von Deben

Teacher, Modified First Grade, Public School No. 41, Rochester, New York

HALF of this seatwork page will give practice in observing differences. Let the children either underline or cross out the different part. The other half contains groups of three objects, two of which rhyme. The one that doesn't rhyme may be crossed out or circled.





KINDERGARTEN NEWS

Barbara Saunders of Greenwich, Connecticut, sent us this picture of a friendly policeman and some of her kindergarten pupils. The girls and boys are holding paper traffic signal lights that they made to help them become more safety-conscious and also to learn the colors. Knowing that children need to be taught to be self-directing, to care for themselves, and to be aware of what safety means, this teacher plans ways to help her pupils want to do the safe thing.

On the first day of school the children talk about where they live and how they get to school. If they walk, do they have to cross streets? If so, do they come with Mother, Father, sister, or brother? Are they careful to look both ways? To heed patrol boys, traffic signals, and policemen?

All year they talk about the polite and safe ways to behave in the classroom, halls, auditorium, and on the playground. In fall and spring, safety in the use of outdoor play equipment is stressed.

Miss Saunders says, "We want our children to leave school with smiling faces. Happy children are likely to be on the alert and aware of the safe thing to do. I consider this the keynote to safety."

Five Strong Policemen

Dorothy Prochnow

Five strong policemen standing by a store.
One became a traffic cop, and then there were four.
Four strong policemen watching over me.
One took home a lost boy and then there were three.
Three strong policemen dressed all in blue.
One stopped a speeding car and now there are two.
Two strong policemen—how fast they can run!
One caught a bad man and now there is one.
One strong policeman saw some smoke one day.
He called the firemen, who put the fire out right away.

Creative Music

Eva Mirchin

Kindergarten Teacher, P. S. No. 78, The Bronx, New York, N.Y.

Free expression is recommended for every phase of our kindergarten program—the manual activities, the art work, the dramatic play, and storytelling. However, many teachers think that only those who have special musical aptitude and training are qualified to direct children to free *musical* expression. While it is true that a teacher with a wide musical background and talent may get more satisfactory results, every teacher can lead her group into creative musical expression that will give the children a great deal of satisfaction and pleasure.

Here are some techniques I have used successfully in my kindergarten of 4½- to 5½-year-old children. Most of them can also be applied to the primary grades.

Get-Acquainted Game

On the first day, and until I learn the names, I point to a child. He comes over and whispers his name to me. Then I shake his hand and sing, "Good morning, John." The response is invariably a big smile from the youngster. Some will sing back, "Good morning, Miss Mirchin." It doesn't take long before most of them reply musically, with a variety of melodies. As the game develops, I sing, "Good morning, John. How do you do?"

We vary this game with a little dramatic play. A child knocks on a closet door and sings, "Knock, knock." I (or another child) sings back, "Come in." I shake hands with him and sing, "Good morning, Peter, how are you today?" He may sing, "Good morning, Miss Mirchin, I'm very well today."

Roll-Call Game

I often add variety to a roll call by singing each child's name, usually only the first name—at first on a single pitch, changing the pitch with every name. The child will usually attempt to reproduce the pitch when he replies, "Here I am." As the year progresses, I will sing his name on two pitches. The most pleasing are: a fifth up, i.e., FC, or down CF—or a third up, FA, or down AF. This is excellent ear training. Later on, I sing, "Sue, where are you?" on a single pitch, or a third up or down or a fifth up or down. The child usually replies on similar pitches.

To Develop Observation

I sing an original phrase such as, "What did you see on your way to school?" Child sings back, "I saw a house" (or a dog, or bird, and so on).

Follow-Through with Rhythms

I sing, "Show us how the little bird flew." To a waltz rhythm, the child flies. Others join in. "Show us how the little dog ran." They perform to light, fast music. Other rhythms are demonstrated, as they mention cars, trains, children walking, hopping, jumping, Mother marketing, Daddy going to work, the policeman, the postman, fire truck, and so on. Some of these are used for dramatic play: what the policeman does, the postman, and so on.

To Encourage High Singing

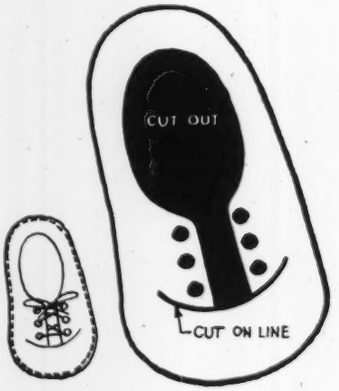
I ask, "Where do the birdies like to live?" When I get the reply, "In trees," I say, "Look at the little birdie high up in the tree. I'm going to sing to that little birdie. I sing, "Little birdie, sing to me." Then I ask, "Who would like to sing to the little birdie?" Children usually sing short phrases such as: "Birdie, come down to me," or "Little birdie, fly away."

The attitude of looking up high encourages singing on high pitches. I also use the following technique with pupils who have difficulty changing pitches (so-called *monotones*) or who usually sing low. I say, *(Continued on page 89)*

Lace Your Shoe

Elizabeth Brown

Cut a sole and an upper the same shape from tagboard. In the upper, cut out the portion shown in diagram. Punch eyelets with a paper punch. Sew sole and upper together. Lace with heavy yarn. Display shoes with a sign: We can wash our hands and face; We can tie our own shoelace. The pupils learn (1) how to cut, (2) how to sew, (3) how to lace and tie, (4) how to "read" from left to right. I found this project very successful and hope it will help others.

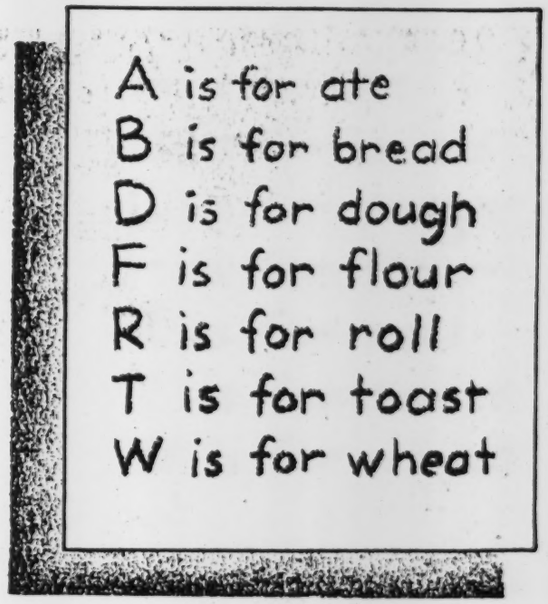


Bread and Wheat

A UNIT FOR PRIMARY GRADES

Vienna R. Button

Teacher, First Grade, Plamondon School,
Chicago, Illinois



Two factors motivated my first-graders to study bread and wheat: (1) the bakery located near the school, (2) parents employed at the bakery.

Objectives

During the unit, the children increased their knowledge of bread and wheat, improved their habits and attitudes, and developed basic skills. These topics received attention:

1. Ingredients in bread.
2. Value of bread as a food.
3. How it is made.
4. Number of people needed to produce bread, from the farmer to the baker.
5. How wheat is grown and processed.
6. Uses of wheat in cereals and bread.
7. Importance of cleanliness.

Some of the examples of habit and attitude improvement were:

1. Appreciation of work done for us by others—farmer, baker, and so on.
2. Co-operation among pupils in supplying exhibit material.
3. Sense of belonging through personal contribution.
4. Courtesy practiced on field trip, in the classroom, and while collecting material for the exhibit.
5. Sharing materials and experiences.

Basic skills were included in the learning experience through:

1. Reading stories, labels, and experience charts.
2. Writing stories, and so on.
3. Discussing pictures and exhibits, and explaining them to visitors.
4. Listening to classroom discussions and field-trip information.
5. Counting varied items—rolls, bread, street blocks to the bakery, cups of flour.
6. Art and handcraft—drawing, painting, and clay modeling—illustrating wheat in fields, bakery trucks, stories, bakery items.
7. Music and rhythm in songs and games.
8. Dramatizations of stories and real-life experiences.

Growing Plants

Pots, soil, and wheat and rye seeds were supplied by the children. As it happened, the seeds sprouted the day of open house. Children and visitors eagerly counted the green shoots as new ones broke through the soil. The children's interest continued while they cared for the plants, hoping for heads of grain to appear.

Making Rolls

One day, the children made yeast rolls. They brought some ingredients from home, and the teacher provided the remainder, as well as an electric roaster for baking.

Each child had a part in mixing, such as adding flour, salt, or some other ingredient. And, each child kneaded the dough and shaped at least one roll to put into the baking pan. Here was a good place to stress cleanliness. Clean hands seemed more important to the children as they handled the white dough, and when they realized that they would be eating the roll later. Each took special pride in keeping his dough white!

The children were allowed to look at the rolls during the rising period (the number of times naturally had to be controlled for the benefit of the rolls), and to look through the glass cover on the roaster to watch the baking progress. We made enough rolls for each child in the class, and all the teachers and other employees in the building, to have one. They were really delicious.

Open House

Toward the end of the unit the children wrote invitations to the principal, the engineer, and all the grades in the school to visit our classroom. During open house, the children took turns explaining each exhibit to the visitors.

Exhibit

The children brought samples of wheat, rye, bran, wheat middlings, flour, all kinds of bread, and all types of wheat cereals. Each child labeled whatever items he brought, and put his name on the label. On tables, blackboards, bulletin boards, and walls, the children displayed their art work, ABC books on bread, experience charts, writing and number work, and pictures from magazines and books showing wheat, threshing machines, breads, and cereals. Books were opened to show stories and pictures we had used. Pots of growing wheat and rye, and clay models of various types of bread were also exhibited.

Teaching Devices

As a check on the children's learning, statements from a story were written on the blackboard. Then the pupils were asked to arrange the activities in proper sequence. Using the story, *The Little Red Hen*, these are some statements to be rearranged in sequence.

Took the wheat to the mill.
Baked the bread.
Found a grain of wheat.
Ate the bread.
Came home with the flour.
Planted the wheat.
Threshed the wheat.
Cut the wheat.
Made the bread.

Experience charts, sentence completion, and number work with related art were all effectively used to develop the basic skills.

Sentence completion:

Flour is made from ———— .	farm
Wheat grows on the ———— .	wheat
Bread is made at the ———— .	miller
Flour is made by the ———— .	bakery

Following directions:

Draw a hen.
Color her red.
Draw a farmer.
Color his suit blue.

Each child made an ABC book containing a page for each letter and a decorated cover. The letters of the alphabet were used in a word, and then a sentence. The children's individuality showed up strongly here, as well as their imaginations. "A is for ate. We ate the rolls. B is for bread," and so on. Some children found time to illustrate the pages in their books with original drawings and paintings.

Trip to the Bakery

The unit culminated with a visit to the big bakery in the neighborhood. The children were shown bread, cake, cookies, rolls, and doughnuts in all processes of mixing and baking.

They watched the men and machines measuring, weighing, mixing, cutting, shaping, and glazing. They saw the shaped loaves of dough go into a special room for rising—where room temperature and moisture were controlled. They saw loaves of bread moving through the long ovens on a conveyor belt, and coming out at the end, fully baked.

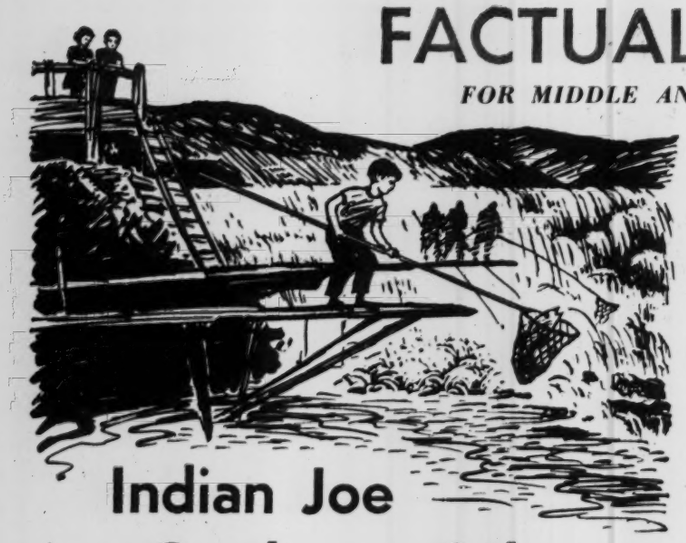
For a treat, the bakers cut cakes for the children to eat, and as a surprise, the men had baked sixty small loaves of rye bread. When we returned to school, these were shared with the teachers and the second-grade children. The owner of the bakery also gave each child a small souvenir toy.

Evaluation

Primary-graders like the grownup feeling they get from doing this unit. Some may have heard their older brothers and sisters talk of similar school activities. Such a project will help them grow in interest, experience, and individual endeavor.

FACTUAL STORIES

FOR MIDDLE AND UPPER GRADES



Indian Joe Catches a Salmon

Dorothy Dill Mason

Joe stood by the railing that lined the highway at Celilo Falls and watched the tourists' cars zoom by. Occasionally one would slow down, pull off the road, and stop. The riders would tumble out and start down the near-by steps, keeping their eyes on the small figures over by the falls, and talking to one another at the tops of their voices.

"Are those Indians over there?"

"What are they doing, Mama?"

"Fishing, I guess, dear. They seem to have nets."

"How do they get on those little rock islands in the middle of the falls?"

Occasionally someone, usually a young child, would turn and see Joe watching. Some would point and say, "Oooooh, there's one! There's an Indian!" in a loud voice, and others with better manners would simply look at him.

At those times, Joe would feel both angry and proud—angry because he didn't like being stared at, but proud because so many tourists with shiny cars and expensive clothes were interested enough to stop and watch his people fishing during the annual salmon run.

Joe straightened his shoulders. He was proud, too, that his people had a treaty with the United States government. When the salmon run started each fall, Indians from all over the Northwest traveled to Celilo Falls on the Columbia River between Oregon and Washington. The men caught salmon enough to last the families through the winter, and they made extra money by selling salmon to tourists. They were able to do this because the treaty said that no white people, only Indians, could fish at the falls.

Joe started down the steps toward the fishing platform. He trotted along, passing tourists on the way. Many of them, on their way back to their cars, proudly carried dripping silver salmon. Joe preferred the Chinook or king salmon which came upstream in the spring.

Joe's father had built his fishing platform out over a side channel of the falls. It balanced over the white churning water. Joe got a funny feeling in his stomach whenever he looked over the flimsy edge. Joe's father sat for hours, slowly moving his big net back and forth through the white foam. Whenever he netted salmon too big and full of fight to handle alone, his neighbor on the next platform would scramble over to help him. Then one man would hit the struggling fish on the head with a club to stun it.

Joe's father only grunted when his son edged onto the platform and sat down with his back against the rocks. Joe looked longingly at the net. He had never been allowed to fish by himself. Father said that he was too young, and he knew that nets cost money.

Across the narrow channel a couple of boys were pointing cameras at him. Joe flushed and set his jaw. He looked at his old jacket worn into rags at the cuffs, his faded jeans with patch on patch. He was barefoot, not because it was a warm day, but because he had to save his shoes for winter. No wonder they stared at him.

"They go to fancy home in fancy car," he muttered to himself. "Indians live in shack and lucky to have jalopy."

Just then Joe's father landed a nice silver salmon. The white boys' father motioned that he wanted to buy the catch. Joe abruptly started away. He did not want to watch his ragged father, smelling of fish, bargaining with the well-dressed stranger.

Joe's uncle, Tommy, had a platform on the big rock island in the middle of the falls. Joe started for the little trolley, run by a gasoline engine, that carried the Indians to and from the mainland. The trolleys were heavy boxes, big enough to carry several men, which ran on wires high above the water.

Another Indian climbed into the box with him. Joe glanced down and saw the two boys still watching him. He dangled one foot out of the box, crossed his arms, and tried to look as expressionless as his companion.

Over on the island, Uncle Tommy was having lunch. Joe squatted down beside him and shared his jerked (dried) salmon and bread.

Uncle Tommy grinned at him. "Not much lunch here. Me save room for big feast tonight."

Joe's eyes shone. Tonight was Kah-oit, the feast of the salmon. Each year the members of their tribe who lived all year round at Celilo held a feast for all the Indians who had come from Idaho, Montana, Washington, and other parts of Oregon. This feast of thanks had been held long before the white man reached America, and Joe knew it was one of the few traditional ceremonies still held by Indians in his part of the country.

Joe thought of the enormous kettles of thick soup made from fish heads, camass, wild carrot roots, and wild parsnip. He remembered the women roasting red pieces of salmon stuck on long sticks over the campfires. He grinned, as he put down his second hunk of bread. "Guess I wait for feast, too."

Uncle Tommy put his hand on Joe's shoulder. "Kah-oit not just plenty food," he said. "Remember it feast of thanks."

Joe nodded and thought of the big long house full of Indians and the sound *(Continued on page 81)*

. . . About APPLES

Laura A. Boyd

It was a chilly afternoon in the early fall. The children, Marcia, Don, and Bob, had been playing outdoors, but now they were glad to be in the house, standing near the hearth and enjoying the warmth of a fire of well-seasoned maple logs burning merrily in the fireplace. They were eating apples and resting.

Uncle Jim was there beside the fire, too. It was always nice to have Uncle Jim come for a visit because he knew so many interesting things to talk about—not just stories.

"Tell us something, Uncle Jim," said Marcia as she sat down on the hassock at his feet.

"Yes, please do," chorused Don and Bob as they stretched out on the rug.

"How about *you* telling me something this time?" said Uncle Jim with a grin. "Let me see how much you know about an apple. Marcia, did you ever notice that apple blossoms and the wild rose blossoms on the back fence look quite a bit alike?"

Marcia shook her head, "No, I never did."

Uncle Jim explained that the apple tree belongs to the rose family. Then he pointed to the red seed pods on the rosebush just outside the big window. "They are sometimes called rose apples," he said, "but of course they are not edible."

"Bob, do you know how many seeds there are in an apple?"

Bob laughed as he replied, "If you'll wait until I finish this one, I'll count them."

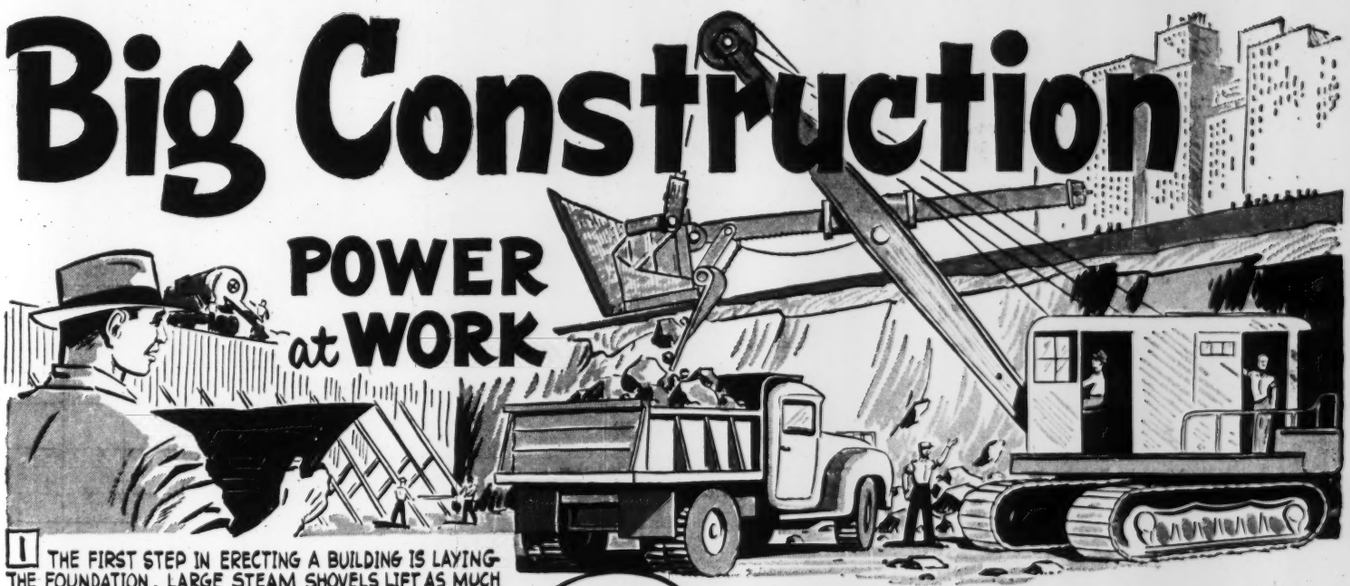
"Are there always the same number?" asked Marcia.

"Not always," said Uncle Jim. "Look, I'll take this apple and cut it crosswise. See the cells holding the seeds? There are usually five cells in an apple core and two seeds in each cell. In some apples the cells and seeds are smooth and shiny, but in others they have a soft fuzzy covering. Now, who can tell me when the first apple trees were brought to America?"

"Weren't they always here?" asked Don, *(Continued on page 84)*

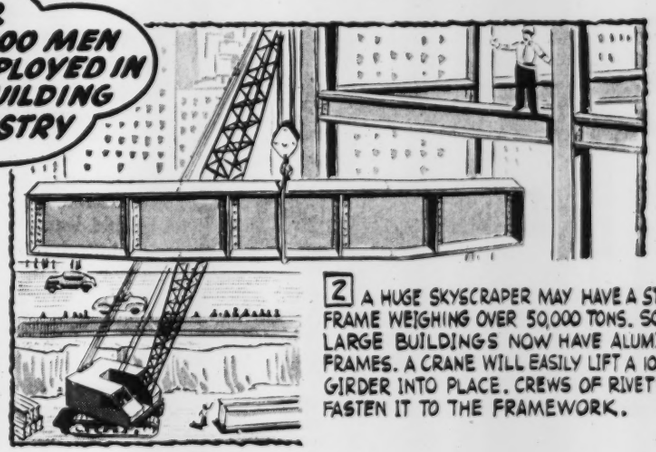
Big Construction

POWER at WORK

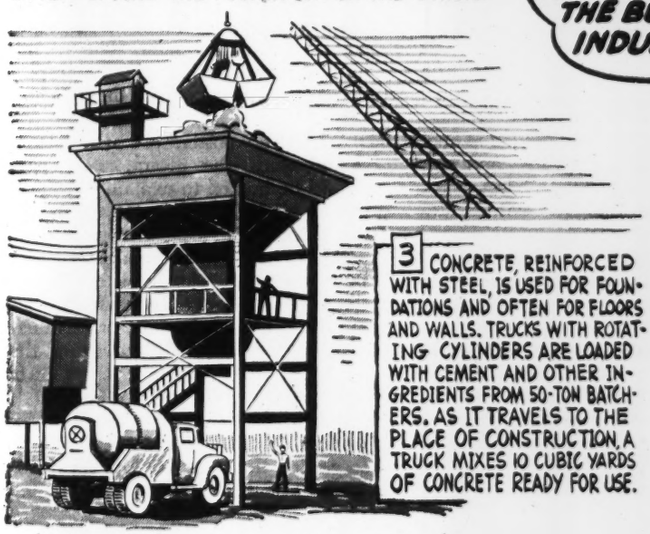


1 THE FIRST STEP IN ERECTING A BUILDING IS LAYING THE FOUNDATION. LARGE STEAM SHOVELS LIFT AS MUCH AS 50 TONS AT A TIME, AND IN ONE DAY CAN LOAD 900 TONS OF ROCK AND DIRT ON TRUCKS TO BE CARRIED AWAY. WHILE EXCAVATING IS BEING DONE ON ONE SIDE, WORKMEN ARE OFTEN LAYING THE FOUNDATION ON THE OTHER.

OVER 2,000,000 MEN ARE EMPLOYED IN THE BUILDING INDUSTRY



2 A HUGE SKYSCRAPER MAY HAVE A STEEL FRAME WEIGHING OVER 50,000 TONS. SOME LARGE BUILDINGS NOW HAVE ALUMINUM FRAMES. A CRANE WILL EASILY LIFT A 10-TON GIRDER INTO PLACE. CREWS OF RIVETERS FASTEN IT TO THE FRAMEWORK.

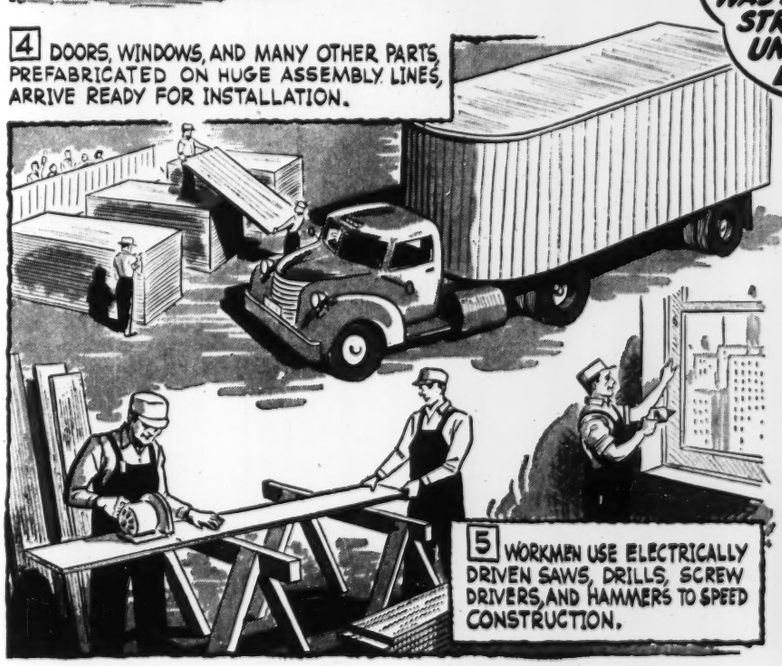


3 CONCRETE, REINFORCED WITH STEEL, IS USED FOR FOUNDATIONS AND OFTEN FOR FLOORS AND WALLS. TRUCKS WITH ROTATING CYLINDERS ARE LOADED WITH CEMENT AND OTHER INGREDIENTS FROM 50-TON BATCHERS. AS IT TRAVELS TO THE PLACE OF CONSTRUCTION, A TRUCK MIXES 10 CUBIC YARDS OF CONCRETE READY FOR USE.

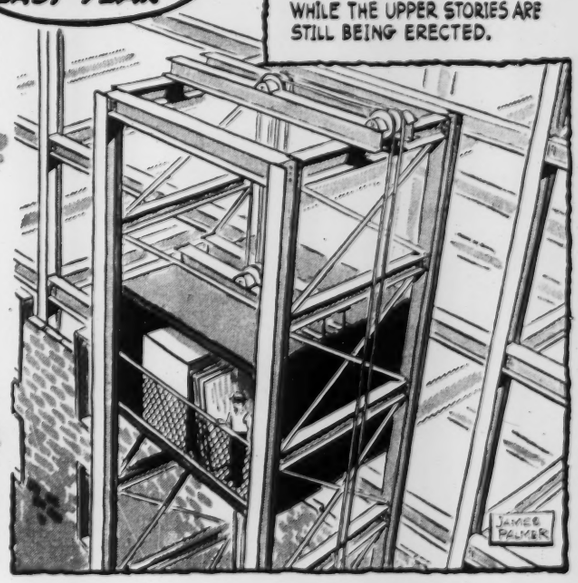
MORE THAN 30 BILLION DOLLARS WAS SPENT FOR CONSTRUCTION IN THE UNITED STATES LAST YEAR

6 ELEVATORS AND PULLEYS BRING MATERIALS TO THE WORKMEN. A CONSTRUCTION ELEVATOR WILL CARRY A TWO-TON LOAD AT THE RATE OF 250 FEET A MINUTE. WORKMEN ARE OFTEN COMPLETING THE LOWER FLOORS WHILE THE UPPER STORIES ARE STILL BEING ERECTED.

4 DOORS, WINDOWS, AND MANY OTHER PARTS, PREFABRICATED ON HUGE ASSEMBLY LINES, ARRIVE READY FOR INSTALLATION.



5 WORKMEN USE ELECTRICALLY DRIVEN SAWS, DRILLS, SCREW DRIVERS, AND HAMMERS TO SPEED CONSTRUCTION.



Working with SLOW LEARNERS

Posters and Charts for Teaching Good Citizenship

CORRIE H. HAMER

Teacher, Special Class, Grades 4-6,
Fairview School, Charlotte, North Carolina

EVALUATION CHART

Pupil's Name _____

Age _____ Grade _____

School _____ Teacher _____

	September 1st Week	2nd Week	3rd Week	4th Week
Being quiet in { room, cafeteria, halls }				
Keeping school rules				
Playing fair				
Having good conduct to and from school				
Keeping clean { self, room }				
Being kind to others				
Helping care for school building and grounds				

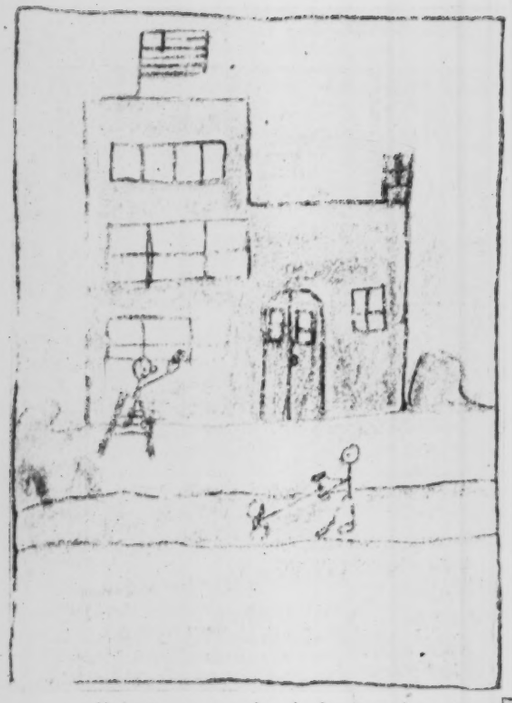
Poor — Fair + Medium ++ Good +++ Excellent ++++

SLOW LEARNERS can be good school citizens if they understand what they are supposed to do. But verbalisms and abstractions have very little meaning for them. They must have concrete and pictorial aid in every possible learning situation. Good school citizenship can be motivated and emphasized by means of simple but colorful drawings and briefly worded slogans. The photographs on this page show how the ideas can be emphasized by means of pictures featuring stick figures. The objects and backgrounds were colored with crayons.

Presumably the teacher will introduce one of the good-citizenship traits at a time. If possible, she will not schedule a regular period for doing so but will seize an opportunity as it arises. When each of those traits of good behavior which the teacher regards as basic has been given some attention, she will encourage the children to plan posters to illustrate them. The less mature youngsters will need the inspiration of the others and the teacher's help in getting started.

When the posters are ready to be shared with the group, each child should be invited to explain the meaning of his picture. Later the posters can be placed in a permanent location.

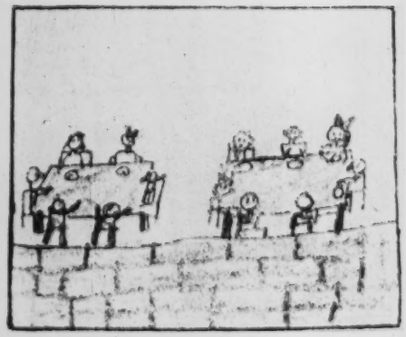
After that is time enough to introduce the evaluation charts. Ideally the teacher should discuss with each pupil the marks she puts on his chart each week. He should understand that either the chart itself or a report on his progress in school citizenship will be given to his parents at a specific time. Whenever the children show signs of forgetting the rules, the posters can be given special time and attention.



Keeping our school clean and orderly will help make it a good school.

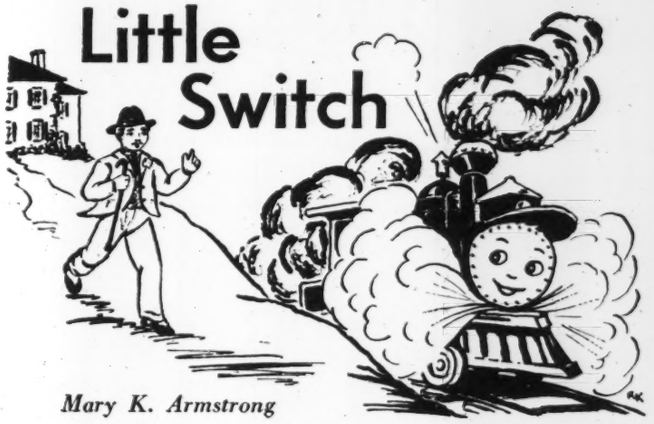
Good citizens are clean and neat. Are you a good citizen?

We will be orderly in the cafeteria.



Good citizens are orderly on the streets and in public places. Are you a good citizen?

Little Switch



Mary K. Armstrong

I NEVER get to go anywhere!" fussed the little switch engine. "All the big engines go to Detroit, Indianapolis, St. Louis, or *somewhere*. But all I get to do is stay here in this yard and switch, switch, switch. I'm tired of doing the same old thing! I WANT TO DO SOMETHING DIFFERENT! I think I will do something different. I'll . . . I'll . . . I'll make a smoke. That's what I'll do—a big, BIG smoke. I'll make so much smoke that the whole town will come to look at me. I'll make more smoke than ten engines, no, fifty."

Little Switch began to puff. He puffed and he puffed, and he PUFFED. Smoke came out his wheels. Smoke came out his sides. Smoke even came out his cowcatcher. This was fun! Soon he had made so much smoke that he couldn't see the big house on the hill.

"Hey, what's going on here?" yelled the engineer as he jumped into the cab. "Little Switch must be on fire." The engineer pushed this lever, jerked that one. He shook this. He turned that. Still Little Switch kept right on smoking. Little Switch laughed for he knew that he wasn't on fire. He was just smoking . . . . . smoking like ten engines.

The switchman came running over. "Hey, what's wrong with Little Switch?"

"Dunno. He was O.K. when I went to dinner about an hour ago," yelled the engineer.

"Maybe the flues need cleaning," called the switchman.

"Can't be. I just cleaned them out Saturday."

"Sure must be something. I never saw so much smoke," said the switchman as he walked away.

The engineer scratched his head. "Maybe I had better clean those flues again." But clean flues didn't stop Little Switch from smoking.

"Maybe it's that new coal," grumbled the engineer. New coal, big lumps, little lumps, coal sprayed with oil. The engineer tried them all but still Little Switch kept on smoking. . . . . smoking like ten engines.

Soon the man from the big house on the hill came down to see what was going on in the switchyard. "Hey! hey, you!" he called to the engineer, "can't you stop that engine from making all that smoke? Smoke is coming in my windows, in my doors, and through the cracks. It's in my cellar and even up in the attic. You will have to do something to stop all that smoke." Then he coughed and walked back up the hill. Little Switch just laughed and gave another big puff of smoke.

Then the ladies came. "This smoke is terrible! It's ruining our clothes hanging on the lines. You'll have to do something about all that smoke."

"We are doing our best, ladies, but so far we haven't been able to find why we are getting so much smoke today," the engineer said. The ladies went back up the hill to hang out more clothes.

Down at the depot the telegraph operator sent a hurry-up message to the big city for repair men to come to see what could be the matter with Little Switch. Soon the repair men zipped down the tracks. They cleaned, they polished, and they oiled. They screwed, they unscrewed. But *nobody* could find what made Little Switch smoke.

Then the children came. They had never seen so much smoke. "Oh, look at Little Switch! He's making more smoke than ten engines, no, fifty!" Little Switch gave a big puff of smoke because he was so proud of himself. The children coughed and their eyes began to water. "Let's go in the house. It's too smoky to play outside."

Finally the mayor and his six councilmen came to see what was going on. Little Switch was smoking. "Ahem," said the mayor. "We have had many complaints about all (*Continued on page 83*)

What Does B B Mean?

Ruth Everding Libbey

BETTY BAY wished that she could go blackberrying with her brothers, who were going 'way off in the woods. They were to be gone all day, and they were taking their lunch.

"Maybe you can go with us next year," said Peter. "You'll be big enough to hike as far as we do."

"Yes," added Jack, "we'll take you next summer. Who knows, you might be big enough to pick plenty of blackberries for a pie all by yourself."

Mother gave Peter a package of raisin-nut sandwiches to put in his tin pail. Jack wrapped some chocolate cupcakes and put them in his bucket.

Betty stood on the porch until the boys came to the bend in the road. Then they turned and waved.

"Come here, Betty," called her mother. "I just washed out a shiny new lard tin for you. It's to be your very own berry pail."

"Thank you, Mother," said Betty slowly, "but I'll have to wait until next summer to use it. And that is a long time away."

"You won't have to wait that long," replied her mother with a laugh, "because I have an idea! You and I are going to pick blackberries too."

"But why didn't we leave with the boys?" asked Betty. "They'll be 'way ahead of us. We'll never catch up."

"Because this is your surprise berry-picking picnic," answered her mother. "The boys always feel that the best blackberries grow in faraway places. But I noticed yesterday that the tame blackberries, down near the barn, are getting ripe."

"What fun!" exclaimed Betty. "May we have our picnic lunch under the big maple tree near the brook?"

"Any place you choose. You can get the lunch basket and wrap up our sandwiches and cupcakes. You will find a vacuum jar of lemonade in the refrigerator. And don't forget some paper cups."

After the lunch was packed, Betty wiped the dishes almost as fast as Mother washed them. Then off they went down the path past the barn.

"Oh, Mother, the blackberries are just thick! I'm sure we can fill our pails before lunchtime," shouted Betty excitedly.

Ting! tang! ting-ity, ting! went the berries as they hit the bottom of their pails. "Why, Mother, you are picking red berries too. I am picking just the big black ones."

"Red ones make the best jelly," said her mother, "but the black ones make the best pie. It looks to me as if you have picked enough for a pie already."

They ate their lunch under the big maple tree. Then they waded in the brook.

When they got home, Mother mixed some piecrust and spread a flaky sheet in her biggest pie tin. Betty washed her berries and mixed a cup of sugar with them. Then she spooned them out very evenly on the piecrust. She and Mother carefully lifted the other big round crust and placed it on top of the berries. Mother held the pie up while Betty trimmed away the floppy crust with shears. Then Betty pinched a wiggly ruffle all the way around the edge.

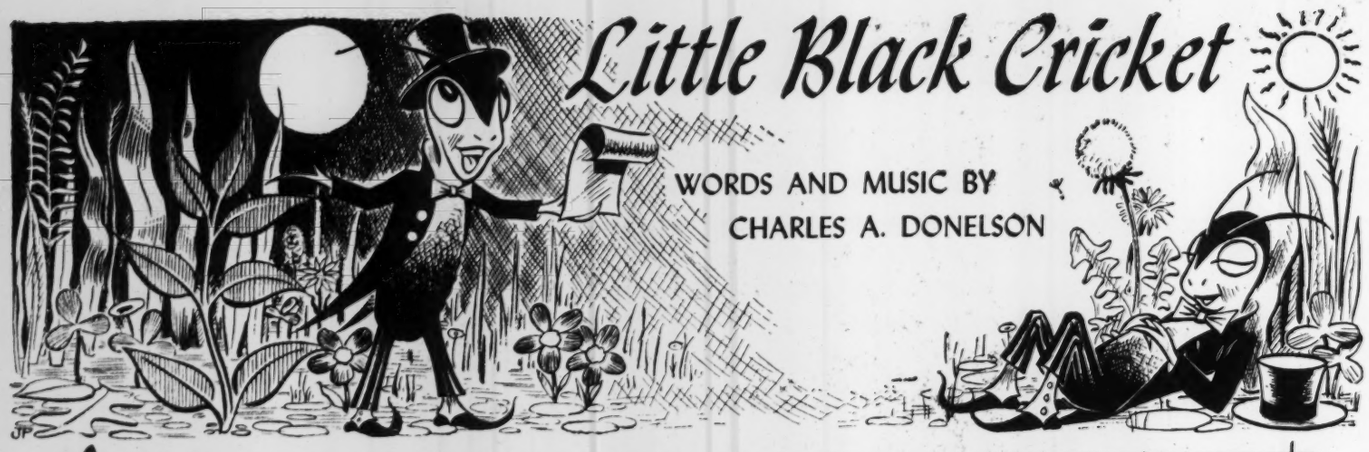
"Here's a clean new nail," said her mother. "You may prick a design on top."

Betty first thought she would make a leaf. Then she thought she would make a tree. Finally she chuckled, "I know!" and slowly punched a design with little holes.

Mother laughed too as she popped the fat pie into the hot oven. (*Continued on page 72*)

Kindergarten and Primary Stories

Little Black Cricket



WORDS AND MUSIC BY
CHARLES A. DONELSON

1. A lit - tle black crick - et lives down in a thick - et, A jol - ly young chap
2. Now this lit - tle crick - et who lives in a thick - et, The brown - est of caps

is he; In the qui - et and dark he finds it a lark To
must wear, And the black - est of suits with ti - ny black boots Which

chirp right mer - ri - ly. When dark eve - ning shad - ows creep
he keeps shined with care. For this lit - tle crick - et who

o - ver the mead - ows, He starts up his mer - ry song; His
lives in a thick - et Must chirp, chirp, his mer - ry song Un-

fid - dle—his wings— he scrapes as he sings "Chirp! Chirp!" the whole night long.
til break of day when he hies a - way To sleep the whole day long.

KINDERGARTEN and PRIMARY STORIES

The Elephant Who Wanted to Fly

Written and illustrated by
FLAVIA GÁG

DEEP in a green leafy jungle there lived a foolish young elephant, Bimba by name, whose biggest wish was to be able to fly. How longingly he looked at the many jungle birds flitting so lightly from tree to tree! To him, flying seemed the most wonderful thing in the world.

One day he asked his mother sadly, "Mother, do you think, if I tried very hard, I could fly?"

"Foolish child, of course not!" answered his mother. "Although you are still a baby elephant, you are certainly bigger than the biggest bird in the world. So how could you stay up in the air without wings? No, my little one, I'm afraid there never was and never will be an elephant who could fly."

But Bimba decided to find out for himself.

So he walked to the middle of the forest where he had once seen a fallen tree lying across the jungle path. Climbing up on the huge trunk, he walked carefully to the point where the trunk was the highest from the ground and there he stopped. "*Now* I'll see whether or not an elephant can really fly!" he said to himself.

So saying, he jumped off the tree trunk, hopefully flapping his big ears. But instead of soaring into the sky like a bird, little Bimba fell straight down onto the hard ground with a *thump!*

Poor little Bimba's breath was knocked out of him; he rubbed himself with his trunk where he hurt from falling. And so it was a sad and dejected baby elephant who slowly started back home.

He had not gone very far when a big green bird with bright red wings perched on his trunk.

"Why do you look so sad, little elephant?" he asked.

"Because I can't fly," replied Bimba. "Dear bird with the red wings, could you help me to fly?"

"I could try," replied the bird.

"I think I could fly if only I got the right start." And Bimba told the bird of an idea he had. In turn, the green bird flew off and told his feathered friends; and soon dozens of them came flying down to Bimba, each one carrying a long trailing piece of jungle vine. One by one they tied the vines round the excited baby elephant and then picked up the loose ends in their beaks.

Bimba's little eyes sparkled as once more he scrambled to the high end of the fallen tree. He gave one mighty jump, and the birds swooped upward, each one pulling hard on his piece of vine.

For one wonderful minute, Bimba stayed up in the air. But though the birds pulled mightily, Bimba was too heavy. With a rip and a snap, the vines broke.

And what happened to Bimba? You can guess, can't you? *Bump, crash, thud!* down he went.

"There must be someone, somewhere," said the little elephant, "who could show me what it feels like to fly, even though I am not a bird. Oh, but it was fun up there while it lasted!"

Thanking the birds for their help, he started walking through the forest. Before long he came to a great strong animal with tawny fur and a huge mane.

"Who are you?" asked Bimba.

"I am a Lion," answered the animal.

"Can you fly?" asked Bimba.

"No, I can't fly," he replied. "But I can roar very nicely. Perhaps I can teach you."

"No, no, thank you," replied Bimba politely. "I'm not interested in learning how to roar. I only want to know what it feels like to fly."

So he went along.

Presently he met a tiny animal covered with soft velvety fur and having odd-looking claws on his front feet.

"Oh, very small creature, who are you? Can you fly?" asked Bimba.

"I am a Mole," came the answer, "and I certainly can't fly! But I can dig a tunnel in the ground with my shovel claws in ten seconds."

And so it went. Every animal Bimba met was willing to teach him something, but not one could teach him how to fly.

Suddenly he heard a cracking of leaves and brush. He looked up, and there before him stood an animal quite different from any he had ever seen. It was tall and straight, and walked on two legs. And the only place where it had any hair was on the top of its head.

Bimba stared hard. "What sort of strange being are you?"

"I am a Man," came the answer, "and I live far away in another land. I have come here to your lovely jungle to gather some animals for my zoo."

And when Bimba, as usual, asked the question, "Can you fly?" imagine his surprise when the Man answered, "Why, yes, I can fly! I don't have wings like a bird, but I can show you what it feels like to go up in the sky."

When Bimba heard this, he threw up his trunk and trumpeted for joy. "Go flying on high? Like a bird in the sky!" he asked.

"Yes," said the Man, "come with me." So they tramped through high tangled grasses and thick jungle ferns until they came to the very edge of the forest. The Man pointed to an airplane standing in a clearing and said, "Get inside and it can take you flying up to the clouds."

So saying, he helped Bimba into the airplane, and with a loud roaring sound, up, up, up they soared. "And now," said the Man, "I will show you how it really feels to fly like a bird." So saying, he fastened a parachute around Bimba's fat stomach. "I will start counting, and when I say *three*, out you jump!"

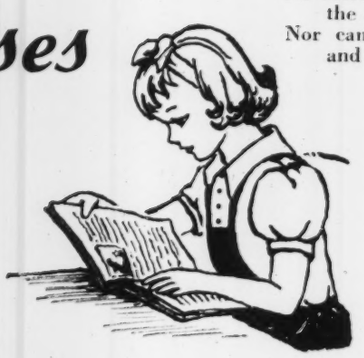
At the word *three*, Bimba jumped right out of the plane. The parachute opened, and as Bimba flapped his big ears like two wings, wonder of wonders, he found himself actually flying!

Then, as he looked down, he saw a patch of tangled forest with tall trees growing in it, and a pool in the middle. It was his beloved green jungle!

In another minute, Bimba and his parachute fell with a big *ker-splash* right into the middle of the pool. How good the cool water felt! Bimba first squirted water through his trunk. Then he reached up to a banana tree and pulled off some of the good green leaves. Yes, this was the life for an elephant!

And from then on, little Bimba was content to stay close to the ground.

Verse for Various Uses



Here are some brand-new poems that you and your pupils can have fun reading together. Be sure to keep copies on file too.

RHYTHMS

Hippity-Hop

Florence Eakman

Hippity-hop, we're going to school,
Going to school, going to school;
Hippity-hop, we're going to school,
On this September morning.

We've polished our shoes with a woolen rag;
Our lunch is packed in a luncheon bag.
Hippity-hop, we're going to school,
For this is Monday morning.

We're going to study and going to play
From Monday until Saturday.
Hippity-hop, we're going to school
So early in the morning.

We'll visit the dairy and hear the cows moo;
We'll visit the railroad and maybe the zoo.
Hippity-hop, we're going to school,
For this is Monday morning.

SCIENCE

Steam Shovel

Marjorie Allen Anderson

The steam shovel looks
Like a giant iron man,
Who is working away
Just as hard as he can.

With his shovel held high,
He commences to stoop;
He gives a hard push,
And a dig and a scoop.

Now raising it up
With his great iron hand,
He dumps out the dirt
And the stones and the sand.

FRIENDSHIP

Welcome, Stranger

Isabelle Cox

A new girl came to school today;
She dreaded to attend.
I let her use my books and things,
And now she is my friend.

I know that some day I may move,
And I'll feel all at sea.
I hope the children there will be
Considerate of me.

DEVOTIONS

God's Sunset

Madeline G. Wilson

When God his paintbrush takes in hand,
and paints the sky across his land
With colors bright, at close of day,
I stop to meditate and pray
And thank him for his world so fair
and for his daily, loving care.
No mortal man can soon forget
the glories of God's own sunset,
Nor can he watch God's day depart
and not have love within his heart!

SOCIAL STUDIES

Train Travel

Vivian G. Gouled

Travel in a train, I think,
Is always lots of fun,
Especially on distant trips,
For, once it is begun,

I look at all the passing sights,
The flower-covered hills,
The factories, the railroad tracks,
The farms and vegetables.

I wait for the conductor whom
I hand the ticket to,
And ask him information 'bout
The towns we're passing through.

Travel in a train, folks say,
Is quite an education;
And I can add—I think it makes
An interesting vacation!

READING, SPELLING

A Muddled Reader

Adell Fritz Krebs

How did I ever learn to read
When puzzle-solving skill I need?
It takes the knowledge of the sphinx
Discovering what the writer thinks.
How could I know that *toques* and *oaks*
Would sound, when read aloud, like *folks?*
Now there is *tier*, and *here*, and *rear*
To tax the wisdom of a seer.
Here's also *ale* and *tail* and *veil*—
They made this student pretty pale.
Surely, *read* and *led*, *coed* and *said*
Will confound me till I'm dead.
Consider words that rhyme with *lee:*
I've *sea* and *be* and *quay* and *knee.*
There's *gray* and *sleigh*, *bouquet*, *crochet*,
Confusing me the livelong day.
But far the worst I've ever heard
Are *shirred* and *word* and *bird* and *curd!*
How I struggled through the mess
You'll never know, but you can guess.

ART, CHORAL READING

It Might Be Funnier

Mary Graham Lund

A rabbit would look very queer
With a floppy, silky spaniel's ear.
And a puppy would be fit to kill
With a yellow mouth like a duckling's bill.
If bright blue wings grew on a cat,
We wonder what we should do about that.
Sometimes we think the world is funny,
But a pink-nosed, pink-eyed, dog-eared bunny,
A yellow-billed dog, a blue-winged cat,
Would be funnier yet! No doubt of that.

ARITHMETIC

Multiplying by Zero

Joan Otis Clemens

Zero times zero will get you nowhere,
And two times nothing will not make a pair.
Double or triple or times it by one,
Your product is zero; your answer is none.
Multiply by six or even by ten
A zero stays a zero. Let's say it again!
Zero times a number will just leave a blank;
A number times zero will not increase its rank.
You can't make something out of what isn't there,
So, remember that goose egg! *Put that zero there!*

HOME

Ambition

Clara Lundie Askew

I help my mother dry the dishes
And even help her sweep,
Because some day I mean to have
My own small house to keep!

HEALTH

Good Appetite

Ilo Orleans

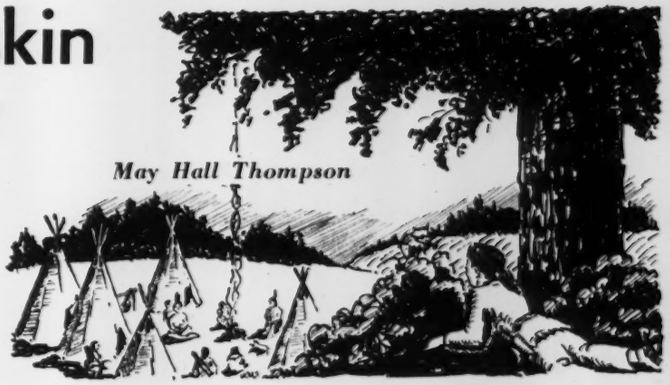
"I don't like fish," says Edward.
"I won't eat cheese," says Ann.
"No beets for me," says Henry.
"No toast for me," says Nan.

"I don't like milk," says Betty.
"I won't eat peas," says Phil.
"No soup for me," says Karen.
"No corn for me," says Bill.

"I don't like plums," says Charlie,
"I won't eat beans," says Jean.
But Jim says: "Watch my appetite!
I lick my platter clean!

"Yes, anywhere and anytime,
At home or picnicking,
At breakfast, lunch, and dinnertime
I eat up everything!"

The Buckskin Folder



May Hall Thompson

YOUNG Daniel Boone was running away from home—and school. "I'm going to live in the forest," he told himself as he hurried along the forest trail. "My home is going to be out here and so is my school. I asked the master about panthers and deer and trees and trails but he didn't know anything about them. He only made me stay after school and work on my readin'. Don't like readin' or writin' or even 'rithmetic. I want to learn about the big country far west."

Daniel lived in a settlement out in the forest and he had a great desire to explore rather than to sit in the split-log schoolhouse droning lessons. But there was no way of getting out of school except to run away.

So he trudged onward, studying the trees and wild life and listening to the bird calls. The boy was not even afraid of the Indians, for he had made friends with many of them. But he knew that the Redskins were not always friendly. Many a white man had suffered because of them.

Daniel traveled until dark and then tucked himself into a nest of leaves at the side of a rock. The next morning, after eating what was left of his school lunch, he went on. As he traveled deeper and deeper into the forest, he wished he had some of his mother's corn pone, but decided he would have to catch some game instead. If he was going to live in the forest he would have to do without a lot of the things he had had at the settlement. And he would have to depend on the forest for his food.

Daniel made a small snare. In a pocket he had a few grains of corn, which he put in it. Soon he caught a quail and found it tasted better than corn pone. Yes, this was what a boy needed, an education in the forest.

Soon the boy saw some deer tracks and started following them. He wondered how far west the country extended. Nobody seemed to know and nobody seemed to find out. But there was land beyond, much land, and water too. He had heard that there was even an ocean somewhere to the west.

As he topped a mountain, where the deer trail had led him, he looked toward the western horizon. "Some day I'll find out what's yonder," he determined.

Daniel trudged on, occasionally stopping to locate the tracks again. Suddenly he stopped short, for there almost in his path lay a freshly killed deer.

"Something attacked it," he thought, "something that wanted a breakfast."

A faint rustling among twigs brought the boy to his feet. In the bushes two eyes shone like yellow lights. Fear sprang into Daniel's eyes. He knew that one wrong move would bring the animal down on him. So he merely stared back, holding every muscle tense until the cougar slunk away. Then with his flint and steel he lit a fire to keep the animal from returning.

He spent most of the day skinning the deer and cutting out a piece of it to eat right away. Then he tied the hide and all but one haunch in a tall tree so that it would be safe from marauding beasts. Later he would come back for it. By this time Daniel had decided to build himself a shelter near the stream that was close by.

That evening he roasted the liver and heart for his supper and the next morning he roasted a cut of venison. He was about to start gathering sticks and boughs for his shelter when he came upon more tracks. This time it was the tracks of moccasins.

"Indian!" he murmured. "Now is my chance to track an Indian."

Although Daniel knew that most of the Indians were his friends, he was careful just the same. Sometimes he even crawled on hands and knees to keep out of sight of any enemy. Finally he saw smoke coming from a cleared spot in the forest and knew he was near an Indian village.

He lay on the top of a hill a long time, studying the village. He could see the Indians moving about their huts. He saw smoke coming from a cleared spot in the center where squaws were cooking. The bucks were resting, watching the women, while the papooses ran and played. Dogs, lean and ugly-looking, ranged here and there.

For a long time he lay without moving a muscle, glad that he had been *(Continued on page 90)*

STORIES for MIDDLE GRADES

Those Next-Door Neighbors

Beth M. Applegate

MRS. HOLSTEIN-FRIESIAN lifted her black and white head and mooed across the pasture to her frisking heifer. "Daughter," she called, "come away from the fence. You must not talk to that low creature on the other side. She's only an Ayrshire. I don't want you playing with her."

"But Mother," Amiable Holstein-Friesian cried. "She's such a nice friendly cow and so pretty, with her curled-up horns."

"Pretty, indeed!" Mrs. Holstein-Friesian snorted. "My dear, she's nothing but a low, common animal. Your great great ever so great grandmother came from Friesland, along the north coast of Holland, and your great great ever so great grandfather came from Holstein, on the northwest coast of Germany. Holstein cows give more milk than any other breed of cows. Now, I want you to remember these things, and never, never play with that scruffy brown and white creature again."

"Just as you say, Mother," Amiable Holstein sighed. It was lonely in the pasture. Amiable wanted a playmate.

One day Amiable discovered a wonderful thing. In the pasture on the opposite side of the farm was another young heifer, a sleek, soft, tawny-gold brown heifer. "Hello," Amiable said, pushing her nose through the fence. "What's your name?"

"May Jersey," the heifer answered.

When Amiable came home that afternoon, she was full of the wonderful news.

"Mother," she cried. "I've found a new friend. She's not one of those Ayrshires. She's a Jersey."

Mrs. Holstein-Friesian lifted her head haughtily. "A Jersey," she sniffed. "Dear me, a Jersey does not give nearly as much milk as a Holstein. You must not play with that creature, my dear," and Mrs. Holstein swung on toward the barn.

After that Amiable spoke to neither the Ayrshire family nor to the Jersey family, but played all by herself. She was very unhappy.

"Snobs," the Ayrshire family called the Holstein family.

"Snobs," the Jersey family called them too. And Amiable Holstein hung her head and stayed out of sight at the side of the barn most of the day.

One day Mrs. Holstein's black and white coat was cleaned and brushed. A yellow ribbon was tied in her tail, and she was loaded into the big dairy truck.

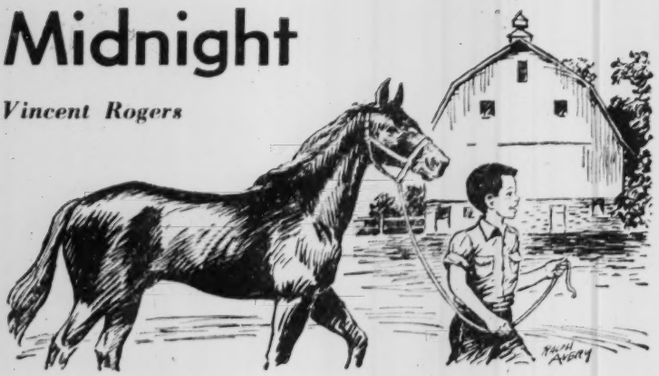
"Where are you going, Mother?" Amiable asked.

"To the fair, my dear," Mrs. Holstein smiled. "Farmer James is expecting me to win the blue ribbon for my high milk-production record. Be a good girl while I'm gone."

"Yes, Mother," Amiable said, but she wished she could go to the fair too. *(Continued on page 72)*

Midnight

Vincent Rogers



IT WAS hard for Jamie to believe that Midnight was only a three-year-old colt, and therefore eight years younger than he. The beautiful animal stood, flanks glistening with the glow of a fast workout, a picture of power and strength such as Jamie might never have.

Jamie had almost lost the use of his legs when stricken with polio three years ago. He hadn't minded not getting around on the ground, and he could do without baseball and football, but his heart came close to breaking when he saw a skittish three-year-old colt prancing on a track. His legs, which had seemed almost a part of a horse's sides a few short years ago, might never be able to grip a horse as it drove down the track.

Jamie could ride a walking horse now, and the doctors said that in a year or so his legs might be strong enough to ride at a gallop. But right now that year seemed like a million, for how often is a colt like Midnight foaled in your own barn? He'd already beaten everything around Winchester. Dad had him to a beautiful edge for the big race at the County Fair, and Jamie would most certainly have ridden him there, if— But there wasn't time to feel sorry for yourself. The colt had to be walked, rubbed down, and given his usual lump of sugar, or he might get temperamental, and a temperamental horse was not the kind to bring home the $5,000 purse which Dad needed so badly.

As Jamie walked Midnight around the circle, Dad ran happily around the barn, holding a stop watch high in the air.

"Jamie! Jamie!" he shouted. "He did it in 1:15 flat! Six furlongs in 1:15 with 150 pounds on him! When we get ourselves a good boy to ride him, he'll do it in 1:12! What a horse! What a horse!"

Jamie couldn't believe his ears. Man o' War himself didn't beat that time by much. Midnight was better than he'd dreamed!

At dinner that night, they talked of nothing but the horse, the workout, and the race.

"How about a rider for him, Dad?" asked Jamie. "We'd better get someone soon, or all the good boys will be taken."

"You're right, Son. You know, I'd just about made up my mind to use Elmer Hawkins."

"He's awfully good, Dad," Jamie interrupted. "But what about that new fellow who's helping train Bob Riddle's horses? His name is Earl Anderson. They say he did a lot of riding in the East; and he still doesn't weigh more than 125 pounds. I wonder if he'd ride Midnight."

"No harm in tryin', Son. We'll drive over to Bob's place tomorrow."

The old Ford rattled through the beautiful oak gates of the Riddle farm. Bob Riddle was one of the wealthiest men in the state, and he owned, and raced some of the country's finest thoroughbreds. Dad and Bob had been boyhood pals, and it was on the basis of this friendship that Dad hoped to get Earl Anderson to ride Midnight in the big race.

Dad honked the horn as they drove up to the main house, and Bob Riddle greeted them with a hearty "Hullo, Jim! Hi, there, Jamie! What brings you two here today?"

Dad laughed, "$5,000, Bob."

"Well, sit down and tell me all about it," said Mr. Riddle.

Dad launched into the story of their wonderful colt, Midnight. When he had finished, Bob thumped him on his back and said, "Seems to me you haven't a worry in the world with a colt like that, Jim. What can I do for you?"

"I need a rider—a good one," answered Dad.

"Were you thinkin' of Earl Anderson?" anticipated Bob. "I think he'd love to ride. Only yesterday he was tellin' me how he missed bein' in the saddle. We'll go over to see him now!"

The purr of Bob's station wagon contrasted sharply to the rattle of Dad's Ford as they pulled up to the main stable where a smallish fellow about forty-five years old stood. He had the wizened features of a man who had spent most of his life dieting to maintain riding weight. The lines on his face looked as if they were more accustomed to frown than smile. One look at his hands and powerful forearms, however, were enough to convince anyone that here was a man who could handle a horse.

"Got a job for you, Earl," shouted Bob. "Want you to meet my oldest and best friend, Jim Davis, and his son, Jamie."

Earl nodded his head in greeting and mumbled something about being busy rubbing down Plato, one of Riddle Farm's champion three-year-olds.

"These folks need a rider, Earl. How about giving them a break?"

"Well, I never do much local riding," said Earl. "Got a little too much to do here."

"But this is at the County Fair!" piped Jamie.

Earl's interest seemed suddenly aroused. "Just what race were you thinkin' about, Mister?" he asked. *(Continued on page 88)*

UPPER-GRADE STORIES

Catherine Urban

Paula Starts a New Year

FROM the open window Paula Jackson called to her friend, Diane Williams, who had just pedaled her bicycle up the driveway next door. "Di!" she called. "Come on over!"

Diane looked over as she got off her bike. "Hi, Paula," she said, "I see you're home again."

"Why, sure I'm home, Di!" exclaimed Paula, looking down at the pretty girl in white shorts and blouse with a puzzled frown. "I wrote you that we'd be home yesterday, and tomorrow's school. Didn't you hear us drive in last night? We would have been home earlier but we had a flat; then Jimmie got carsick and we had to stop along the way three times! And so we were all tired and we slept late this morning—but come on over. I've got loads to tell you. I'll let you in." Paula was about to turn from the window but Diane stopped her.

"Oh, don't bother, Paula," she said and she looked rather embarrassed. "I really can't come in anyway. I think Mother has dinner ready."

"But you can have dinner with us. I'm sure Mother expects you. She knows how eager I've been to see you. Just ask your mother and come on. I've got so many things to tell you."

"No, I'm afraid I can't this time," Diane said. "I—I've got other things to do right now, what with school starting tomorrow and all."

"Why, Diane Williams!" Paula cried. "Don't you want to hear about Glitter—or Handsome—or Slim and Bigfoot? Goodness, I want to know all about what you have been doing. You must have been busy, because you haven't written since the first week in August! And I missed your letters. Do ask your mother."

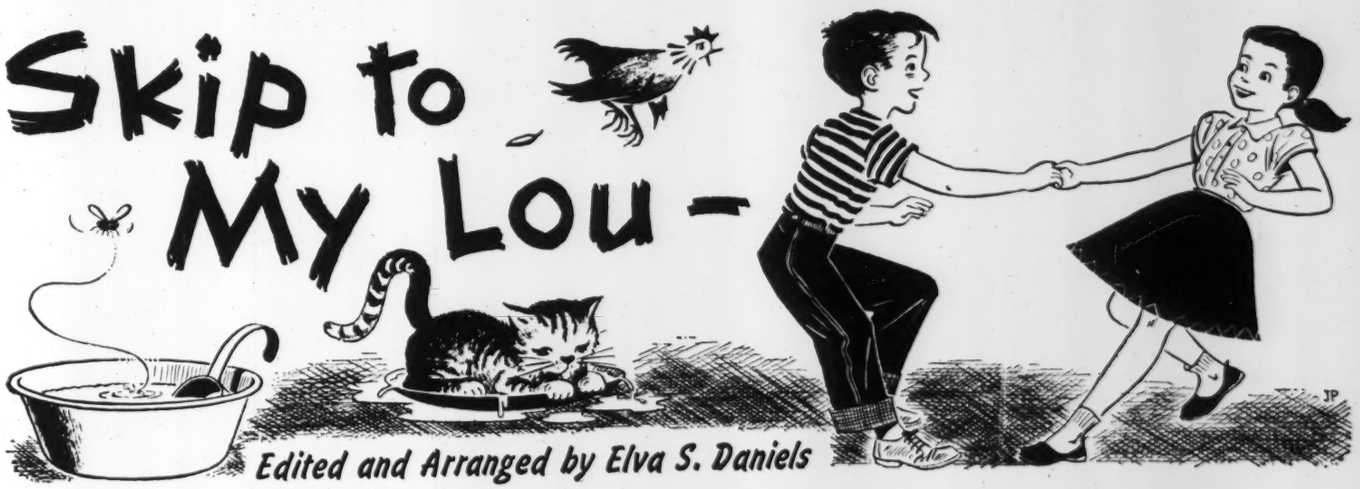
"No," Diane said stiffly. "I can't now, Paula. I'll see you in the morning."

"Well—well, all right, then," Paula replied quietly. "See you in the A.M."

"Sure—O.K. See you in the morning," and Diane ran her bike into the garage, and entered the back door of her home.

Paula turned away from the window. What in the world was the matter with Diane? Why, they had been close friends for more than a year—ever since the day the Jacksons had moved in from the ranch. Diane had smiled over the hedge and had helped Paula carry (*Continued on page 78*)

Skip to My Lou -



Edited and Arranged by Elva S. Daniels

Fly in the but - ter - milk, shoo fly shoo, Fly in the but - ter - milk, shoo fly shoo, Fly in the
F C7 F
Chorus
but - ter - milk, shoo fly shoo, Skip to my lou, my dar - lin'. Lou, lou, skip to my lou,
C7 F F
Lou, lou, skip to my lou, Lou, lou, skip to my lou, Skip to my lou, my dar - lin'.
C7 F C7 F

"Skip to My Lou" is an old American singing game with as many verses and variations as you care to invent. After you've tired of singing "Fly in the buttermilk, shoo fly, shoo," try these other words:

"Chicken in the dough tray, what'll I do?"
"Cat in the cream jar, what'll I do?"
"Pig in the parlor, what'll I do?"
"Little red wagon painted blue."
"Lost my partner, what'll I do?"
"I'll get another one prettier'n you."

Encourage your class to create some original words —"Horse in the hay loft, what'll I do?" "Cow in the kitchen, what'll I do?" and so on.

The contagious rhythm of this song is conducive to many types of rhythmic expression. The teacher might sing any of the following words, to be acted out by the class:

"Walk in a circle, two by two."
"Choose a partner, skip with her, too."
"Bow very low, then say 'How-do'."
"Jump up high, then clap one, two."
"Swing your partner around with you."

The class will soon be full of ideas to add to the list. A pupil may want to sing his own words.

This song lends itself to the services of a student accompanist. Use autoharp chords as indicated, or ask a pupil who takes piano lessons to play the chords at the left. (See if the class can give a signal when it's time to change the chord.) Or, use two tuned resonator bells, F and C, to play an accompaniment, playing two tones (beats) to a measure.

Perhaps you will want to try a simplified square dance, where each couple has a chance to "shine." Children choose partners, and then form one big circle. They drop hands.

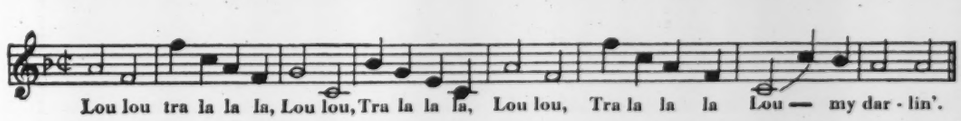
1. Skip clockwise 8 counts (to end of measure 4 in music).

2. Skip counterclockwise 8 counts (to end of measure 8 in music).

3. First couple "shines" by dancing any original steps they invent. They dance inside the circle, while the other couples stand and slap the rhythm.

4. Repeat from step 1 until each couple has a chance to "shine."

Still another variation would be to have the group divide in half. Whenever the chorus is sung, half would sing it as it is written above. The other half would sing the line below, which is a counter-melody.



DAY by DAY for SEPTEMBER

Ideas for teachers, old and new—substitutes too, by *Esma Hackett*

Teachers everywhere are now beginning to realize that their long vacation is nearly over. Even though your summer has been a busy one, the routine followed was probably quite different from that of a classroom. Whether you are a former teacher returning to the profession after long absence, a beginner, a substitute, or an experienced hand at teaching, a little planning will make the first few days of school go more smoothly. Some of this planning can be done while you busy yourself with routine tasks, or relax in the sun. Just keep a pad and pencil handy; then you can jot down any ideas that come to you.

As you go on errands in your neighborhood or farther away on a day's outing, notice how the children of various ages are entertaining themselves. List some of their activities which would make interesting subjects for use in art or language during the first few days of school.

If you are creative, think up some seasonal games and devices to enliven the periods when words and number facts are being learned. If original ideas do not come to you easily, look over the material from THE INSTRUCTOR and from other teachers' or children's magazines that you have saved. Exchange ideas, too, with friends who are teachers. Make notes which will mean something to you when you consult them later on.

Remember to hunt up the pictures, magazine articles, snapshots, and other material which you have saved this summer to be used at school. Put the collection where you can lay your hands on it quickly when it's time to start for school.

You'll find many uses for a small movable bulletin board. A piece of wallboard or an old blotter pad covered with construction paper will serve the purpose.

Use the movable bulletin board first to display snapshots of summer fun. (Provide yourself ahead of time with some art corners for mounting the pictures brought in by the pupils.) The children will enjoy using a bulletin board that can be handled and moved about. Incidentally, this is a fine device for helping new pupils to get acquainted with their classmates. After such a renewal of interest in summer fun, the group will be ready to use the theme for language and art activities.

Be sparing with the decorations in your classroom. Display a few bright seasonal pictures and some attractive library books but not too many at the start. Leave some space for additions which will be made by the class from time to time. There is no better way to help children develop a feeling of possessiveness and pride in their classroom than to give them a part in its decoration and arrangement.

Remember to mention the Jewish religious observances which will be carried on early in September this year.

If you are returning to teaching after being away from the classroom for several years, there are lots of surprises in store for you. Children, as well as methods, have changed. In areas where many homes have television, you'll find that school activities must be really challenging in order to hold the interest of the pupils. Children are so used to visual entertainment that even a good story has less appeal than was once the case.

Be sure to check with your principal as to school regulations pertaining to Bible reading, excuses for absence, early dismissals, health inspection, exclusion for and admittance after infectious diseases, and any other practices about which you have not been informed.

If you are to teach reading from a basic series with which you are not familiar, take time to become acquainted with the philosophy expressed in the introductory chapters of the teachers' manual. Then study the procedures to be carried on with your pupils. You never know how soon some interested parent will ask a question to "stump the experts." So, better know how your series differs from others, and above all, be sure to know what its strong points are.

Beware of attempting group work too soon if you do not feel competent to handle it. Remember, too, that it's wise to "make haste slowly" even though you are experienced in group work.

"In the Box" is the name of a simple card game that will interest young children and provide for fun in review. Prepare for the game by selecting, or making, if necessary, cards on which the material needing practice appears. Then cover the outside of a tall cereal box with gay construction paper. Be sure to select a box in which the cards will be out of sight when dropped inside. To play the game, deal four cards to each player. The child to the right of the teacher begins the play by turning one of his cards so that all the players can see, and then naming the word or telling the answer to the number fact on the card. If correctly named, the players say, "In the Box," and the card may be discarded. Then the game goes on. When the fourth round of play has been completed, the children whose cards are all in the box are designated the winners.

Let your art consultant and your music teacher know what social-studies activity your class is to carry on as soon as it has been chosen. Then both teachers can watch out for ideas that will correlate with your unit.

If you are substituting this month and find that the regular teacher has not prepared a seating plan, make one with the pupils' help, and put it right on the chalkboard. Helping to make this type of chart will be good experience for the class. The completed plan can be seen from any part of the classroom.

Before the class has time to start giving advice, explain that each teacher has an individual way of carrying on a school program, so the routine of the day will differ somewhat from that to which the class is accustomed. An explanation of this kind will help to prevent such comments as, "Our teacher doesn't have us do the work this way."

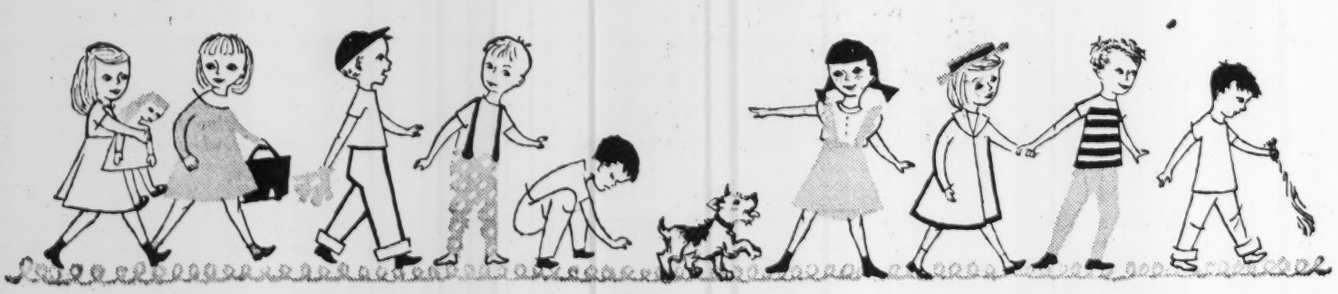
Whenever you substitute, select your own helpers from the group immediately after the children assemble. Then you will avoid the confusion which comes when three or four well-meaning volunteers fall all over each other in their eagerness to help you.

Give your first-graders every possible opportunity to express themselves orally during the reading-readiness period.

Educators are now emphasizing the fact that the child must be able to talk easily and express his own ideas clearly before he will really be ready to learn to read with ease and enjoyment.

Try to take the children on a short excursion in the school neighborhood this month. This is fine preparation for longer trips which you will be taking later on. Collect pebbles for painting, read and discuss any signs seen on the way, and watch for interesting trees, birds, and flowers.

Older pupils find the short excursion excellent preparation for making a floor map of their school neighborhood.



Creative Dramatics

CHILDREN who do not have a pronounced sense of rhythm need help before they can express themselves through creative dancing and singing. Likewise, nondramatic children must be helped to project themselves into unfamiliar situations and take on personalities different from their own.

It isn't hard for a teacher to recognize which children assume dramatic roles almost unconsciously. Those who do not can be helped by discussions. What is a character like? How does he look? move? speak? Thus does the unimaginative child learn to appreciate those who are different from himself.

On the other hand, children who make the best actors sometimes lose track of their own personalities. If a child "becomes" a character in every story he reads and a vicarious participant in every new situation he hears about, he may not know how to act like himself and will need help from understanding adults.

Ruth Birdsall

Trumpet

---A Story to Play

Mabel Watts

Part 1

EVERYONE worked on Farmer Friendly's farm.

Farmer Friendly plowed, and hoed, and harvested the fields.

Mrs. Friendly cleaned, and baked, and sewed.

Harry, the hired man, did a little of everything.

And then came Trumpet!

Trumpet was a frisky little puppy, with a great big bark.

Farmer Friendly and his wife thought Trumpet was something sort of special.

But Harry, the hired man, didn't look one bit happy. "Everyone works on this farm," he said. "The sheep grow wool. The cows give milk. The hens lay eggs. The bees make honey. The horse pulls the wagon. And the pigs eat and grow fat. But what can Trumpet do?"

"Ark, ark," said Trumpet. "See, I can bark! Ark, ark, ark!"

Trumpet's loud bark made Mrs. Friendly drop a dish.

And it made Farmer Friendly pound his thumb with a hammer.

"Ark, ark, ark!"

Trumpet's loud bark frightened all the farm animals!

"Baa, baa," said the sheep.

"Moo, moo," said the cows.

"Cackle, cackle," said the hens.

"Buzz, bu aid the bees.

"Hee-haw," said the horse.

"Oink, oink," said the pigs.

"Little puppy," called all the farm animals, "you make too much noise for one so small!"

"Ark, ark," said Trumpet. "A farm dog is supposed to bark."

"Only when there is something to bark about," said the horse.

Trumpet saw a butterfly out in the sheep pasture.

"Here is something to bark about," he said. "Ark, ark!"

And Trumpet barked so much he scattered the sheep.

Trumpet couldn't catch that butterfly, so he began to chase a kitten instead.

"Here is something to bark about," he said as he chased the kitten into the henhouse. "Ark, ark!"

And Trumpet barked so much he ruffled the hens.

That kitten was *way* too fast for Trumpet, so he began to chase a bee instead.

"Here is something to bark about," said Trumpet. And he chased the bee right back to the hive, where it lived with a great swarm of other bees.

"Buzz, buzz," said the bees, getting angry.

Then they all chased Trumpet. "Buzz, buzz, buzz!"

Trumpet knew that he didn't want to chase a bee again. So he began to chase his tail instead.

"Here is something to bark about," he said. And he chased his tail, and he chased his tail—right under the fence—right into the pigpen!

"Ark, ark!" said Trumpet. And he scared the pigs.

Then Trumpet caught his tail in his little sharp teeth. Oh, how it hurt! "Ark, ark, ark!" he said, letting go. *(Continued on page 80)*

A Stunt Program

for Upper Grades

Bertha Eleeda Malcolm

WHAT fun! What excitement! The seventh grade has charge of the first assembly program of the year. This fall event has become a tradition at our school. Usually the program has a general theme, but this is not always true. Tryouts are held to discover the talent in the class. Then a theme is evolved around the discoveries if possible. Programs have been: "On the Air," "A Barn Party," and "Amateur Program—Ted Mack Style."

Elaborate preparations are not in order. Rather, pupil participation, with as many pupils taking part as possible, is encouraged.

Our program last year consisted of songs, instrumental numbers, dances, jokes, skits, contests, and oh! so much laughter for all—audience and participants.

One act was entitled "Happy Evening" and depicted the days of the Model T. Getting in and out of the car, cranking it, the terrific vibration, flat tires—all were done in pantomime. One boy represented the engine, which had to be cranked by the driver. Others were the tires, which became flat at the most inopportune times. Chairs were placed to represent front and rear seats. The two lady passengers were bedecked in elaborate costumes of the Gay Nineties. The men folk wore dusters, caps, and goggles.

"Operation under Cover" was the title of another skit, timeworn to adults but fresh and screamingly funny to every new group of youngsters. The "operation" was a mock-surgical one. The "surgeon" and his many assistants had a wonderful time extracting saws, ropes, hedge shears, oil can, garden hose, and so on, from under the sheet which covered the "victim," who finally ran off stage "better than new."

No matter how many acts this program has the audience is never satisfied. It's surprising the discoveries of talent that are made. There are great satisfactions in having a large number participate early in the school year. Why don't you try a stunt assembly?

Dukane Corporation

Use the tape recorder freely in all stages, and with all types, of dramatic productions. During tryouts it will help the group determine the best voice for a part. Episodes may be recorded during rehearsals and played back to find places that need improvement. Difficult sound effects can be recorded in advance. Keep a recording made early in the year to compare with ones made later on.

Ideas for skits to use in stunt programs are never too plentiful, as is evidenced by the fact that the same ones are used year after year by all types of amateur dramatic groups. Here is one for boys.

Eyes That See

Josephine Gray

Several Indian braves are seated around a campfire. A white man enters and announces that his bag of corn has been stolen. The Indians tell him that the thief was a white man, old, not very tall, who had a dog with a stubby tail. *(Continued on page 94)*

Give safety, health, and right attitudes a plug at the beginning of the year. Here are four short, easy plays to start you off.

Friendship School Dramatizes Safety

The Safety Elves Visit First Grade

Lena Blossom

There are lines for seven Children, five Safety Elves, and one Teacher in this play, but the lines could be adjusted to accommodate more or fewer characters. The more creatively it is developed, the better. In fact, it is an idea you can use as a starting point for safety discussions which will logically develop into a play.

Essential stage properties are a desk and chair for Teacher and chairs for Children and Elves.

Elves may be distinguished from the children in the play by elfin caps.

TEACHER (*at desk*)—It is almost time for school to start. I wonder where the children are.

(*Children enter individually unless otherwise indicated.*)

1ST CHILD—Whew, that car in front of school almost hit me.

TEACHER—Were you very careful? Did you look both ways?

1ST CHILD—No—I forgot.

(*Next two Children enter.*)

2ND CHILD—Judy was standing in the swing and almost fell out.

3RD CHILD—I forgot that you told us not to stand.

4TH CHILD—We were playing cowboy. A boy almost got hurt with my sharp stick. He should have watched where he was going.

TEACHER—It is dangerous to run with sharp things in your hand. You might hurt yourself or someone else.

5TH CHILD (*rubbing head*)—Ouch! My head hurts. I was running in the hall. Another boy came around the corner. We bumped into each other. Ouch!

TEACHER—We should not run inside the school building.

(*Enter 6th and 7th Children.*)

6TH CHILD—Joan came in the door too fast. I had to run very fast to get out of the way.

7TH CHILD—Why didn't you stand back and wait?

TEACHER—Children, please go to your seats. The Safety Elves are going to visit us today.

(*Children are seated. Elves enter individually, skipping. Each sits on opposite side of stage from Children after giving his lines.*)

ELF 1—Oh, I am so upset!

ALL—Why are you upset?

ELF 1—I saw a little boy almost hit by a car.

1ST CHILD—I was the one.

ELF 1 (*to 1st Child*)—
When you cross the street, please do
Look to the right and left of you.

ELF 2—What do you think I saw on the playground?

ALL—What did you see?

ELF 2—A girl standing in the swing! She almost fell out.

2ND CHILD—That was me.

ELF 2—
When you swing, please sit down.
Don't try to be a funny clown.

ELF 3—I like cowboys, but these were not good cowboys that I saw. They had sharp sticks.

4TH CHILD—We were using sticks for guns.

ELF 3—
Good cowboys do not run with sticks.
They try to do much nicer tricks.

ELF 4—I was so frightened!

ALL—Why were you frightened?

ELF 4—Two children were running in the hall. They did not see each other and they bumped their heads.

5TH CHILD—I was one boy. Ouch!

ELF 4—
When in the hall you go about,
Walk. Please do not run or shout.

ELF 5—Whee, that girl went through the door so fast I could hardly see her!

7TH CHILD—He's talking about me.

ELF 5—
When going through doors, you cannot see.
Don't try to buzz through like a bee.

ALL ELVES—
We safety elves are very fine.
We help the children all the time
To do the things in every way
That make them safe in work and play.

ALL CHILDREN—Dear Safety Elves, we will try to remember all the things that you have told us. We will try to be good safety helpers.

TEACHER—Let us sing a safety song.

ALL (*sing to tune of "School Days"*)—
Safety, safety,
We will work for safety,
Walking and swinging and playing right,
Watching and helping with all our might.
We will be careful every day
To do things safely the right way.
We'll try very hard to think of things
To make children safe at school.

Lena Blossom and George Kay teach first and sixth grades in Friendship Central School, Friendship, New York.

WHO Has More Influence?

George Kay

Mr. Safety and Mr. Accident can be children in costume or voices off stage. Or they might be partially animated dolls, about three feet tall, like ventriloquists' dummies. Each could sit on an improvised wall on one side of the stage and have a child to speak for him and animate him.

ANNOUNCER—This little play is about safety. The characters are: Mr. Accident, Mr. Safety, Sue, Dr. Webster, Jane, and John.

MR. ACCIDENT—My name is Mr. Accident. I try to make you do things that will cause you or others to be hurt. I'm always looking for a place to happen.

MR. SAFETY—I'm Mr. Safety. I try to help boys and girls do things so they won't get hurt. I'm your friend.

(*Enter Sue with skates. She stands looking toward audience as if lost in thought.*)

MR. ACCIDENT—Here comes someone now. Perhaps I can persuade her to be careless. (*To Sue.*) Hello, Sue. You look tired after all that skating. Don't bother to put your skates away. Just leave them here on the floor.

MR. SAFETY—Don't be careless, Sue. Even though you're tired, if you leave your skates out, someone may trip over them.

SUE—I don't think anyone will get hurt just this once, and besides I'm in a hurry to go watch television with Jane. (*Walks off left, leaving skates on floor.*)

JANE (*off stage right*)—Sue, I'm ready to go. Hurry up!

SUE—I'm coming! (*Runs on stage, trips over skates, and falls.*)

(*Enter Dr. Webster. He examines Sue's ankle.*)

DR. WEBSTER—Sue, you have sprained your ankle. You won't be able to play for several days.

ANNOUNCER—Scene Two is in the school auditorium where Jane and John are decorating for a play.

(*John and Jane are hanging decorations on the stage curtains.*)

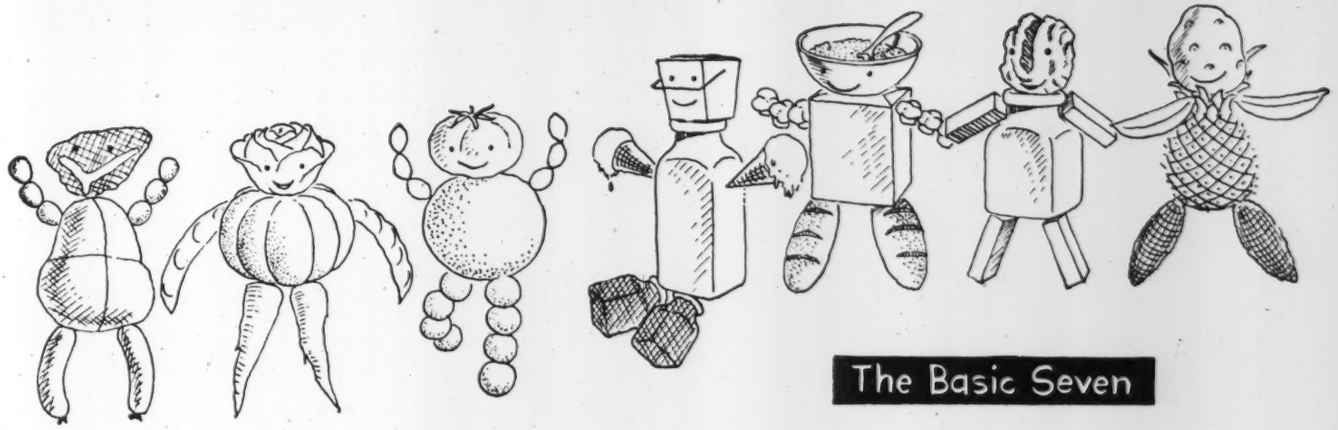
MR. ACCIDENT—I guess I'm doing better than you, Mr. Safety. If every boy and girl in Friendship will be as careless as Sue they will all be hurt and I'll be glad.

MR. SAFETY—Don't be so sure of yourself, Mr. Accident. Not everyone is like Sue. Most of the children in our town realize that it is smart to be careful.

JANE—Let's put some up high, too.

JOHN—How will we get up there? I know! I'll put a folding chair on this table and stand on that.

JANE—It would be high enough, but you are liable to get hurt. Ever since (*Continued on page 84*)



Johnny, Wake Up!

Madine G. Buckey

This play could be done by all boys or all girls or a mixed cast. Thirteen characters have lines, but a larger or smaller number of children may be used. (See note at end of play.) The setting is Johnny's bedroom. A low bench or two chairs covered with a blanket and pillow may represent a bed. A TV set is placed where Johnny can see it from the bed.

(*Johnny is in bed asleep. TV stands in the corner.*)

MOTHER (*off stage*)—Johnny! Hurry. Your breakfast is ready.

JOHNNY (*jumps up, sits on the side of the bed, and yawns*)—I don't want any breakfast. I don't want to get up. (*Flops down.*)

TV (*calls out*)—Get up, you puny little pack of bones!

JOHNNY (*jumps to a sitting position*)—Huh! Who are you?

TV—I'm TV. Television, your best friend and worst enemy.

JOHNNY—How can you be my friend and enemy both?

TV—I'm your friend when you use me right; your enemy when you don't leave me when bedtime comes. You watched me so long last night that you won't be worth two cents in school today.

JOHNNY—I don't want to go to school today. (*Flops down.*)

TV—Come on! You *have* to get up. You should have gone to bed at your regular time. A boy your age *needs* eleven hours sleep.

JOHNNY—Go away then, and let me sleep some more.

TV—Ha! If you think you are sleepy now just see how you feel about two o'clock this afternoon!

(*Enter Sunshine and Outdoor Exercise.*)

SUNSHINE—Staying up late is not the only reason you are tired. You've been spending all your time with him (*points to TV*) instead of playing with us.

JOHNNY—Who are you?

SUNSHINE—I'm Sunshine and he is Outdoor Exercise.

OUTDOOR EXERCISE—If you'll play with us every day, we'll make you big and strong.

SUNSHINE (*points to TV*)—That rascal doesn't care what he does to you.

WATER (*enters*)—She's right. You need me, too, if you are to get back your pep.

JOHNNY—Another one! Are you friend or enemy?

WATER—I'm water. I can help you make many more friends if you will use me often *inside* and *out*.

JOHNNY—I *do* use you.

WATER (*walks over and inspects Johnny's ear*)—This ear doesn't look as though you had used me lately.

JOHNNY—I was too sleepy to wash last night. (*Brushes hand away.*)

WATER—If you'll take at least two allover baths a week and wash your face, neck, and ears every night and drink four or five glasses of me every day, I'll make you look nice and feel nice too.

MEAT (*enters*)—Wait a minute! We're in on this too. Everyone knows you can't grow or feel good, *or* make friends, without my brother foods and me.

JOHNNY—Now I'm sure I'm dreaming.

MEAT—Well, you will be wide awake when you fill your stomach with good food. Come on, boys, let's tell him what we can do for him.

(*A representative of each of the Basic Seven foods enters and explains briefly why Johnny needs his group. These speeches may be in prose or they can be in verse if the children are interested.*)

JOHNNY (*rising*)—

I've listened to all you have to say;
I promise I'll try the good health way.

ALL—

Johnny, wake up! Johnny, wake up!
Stop your dreaming. Stop your dreaming.
Use lots of water. Play in the sun.
Eat fresh fruit and vegetables; have lots of fun.
Get eleven hours sleep; the battle is won.
You will feel *well!*

Creative Suggestions

The children will have fun rigging up an imitation TV set and planning costumes for the dream characters.

The part of each Food can be taken by one child or by a group of children, or by stick puppets that appear in Johnny's dresser mirror, for example. (See the drawings on this page.) Another possibility is to have the part of TV taken by a voice off stage and show all the other dream characters on the imitation TV screen with children's voices (off stage or recorded) giving the lines.

Mary Escapes the Crosspatches

Nellie Beverly

CHARACTERS

MARY—About eight years old.
MOTHER—Dressed to go shopping.
CROSSPATCHES—Five children wearing dark clothing with patches.
SUNSHINE FAIRIES—Five girls dressed in yellow.

SETTING

A living room with a window that can be opened, having a movable shade.

(*Mary lies on a couch reading a book. Mother enters carrying a shopping bag.*)

MOTHER—Mary, it's too nice a day for you to stay in the house. You should be out in the sunshine. The children are playing ball in the vacant lot across the street. Why don't you join them?

MARY—I don't want to play ball with that bunch. They all want to take turns being catcher so they can use my new mitt. I'm not lending it to anyone. I'm going to be catcher all the time.

MOTHER—Isn't that rather selfish of you? It's a shame for you to stay in the house this lovely Saturday just because you don't want to share something with your playmates. You'll become a regular crosspatch. I am on my way to the grocery. I thought I'd make a deep-dish apple pie for dinner, so you had better go out to play and work up a good appetite. You can read later. (*Exits.*)

MARY (*walking to window*)—They are playing ball all right, but I am not going to play with them. I don't care if I am selfish, I am not lending my mitt to anyone. (*Lies on couch and yawns.*) I'll finish this book. (*Yawns.*) I'm sleepy. (*Yawns and falls asleep in a moment.*)

(*Crosspatches enter, frowning and slumping as they walk. They gather around Mary.*)

FIRST CROSSPATCH—

She's one of our own members.
See, even in her sleep,
Her mouth droops at the corners (*pointing at Mary's mouth*);
Her frown is wide and deep.

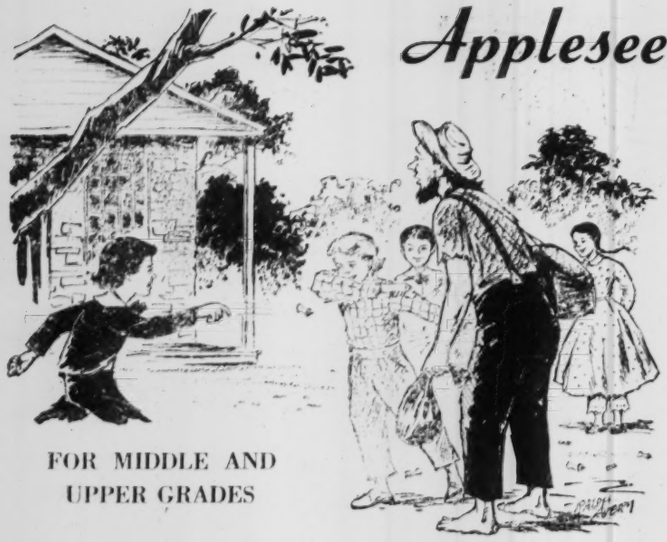
MARY (*sits up, rubbing eyes*)—Who are you? How did you get in here?

SECOND CROSSPATCH—

We are the Crosspatch creatures;
We're always feeling blue.
We've come to take you with us,
For you're a crosspatch too.

ALL CROSSPATCHES (*pointing to Mary*)—Yes, you're a crosspatch too.

MARY (*jumps up, angry*)—I am not a crosspatch. You are the gloomiest creatures I ever saw. I wouldn't be one of you for anything. (*Third Crosspatch draws the shade.*) Why are you pulling down the window shade? Please don't. (*Continued on page 86*)



Appleseed and the Promise Lily

FOR MIDDLE AND UPPER GRADES

Harriett P. Crank

CHARACTERS

Scene 1

NARRATOR
SCHOOL CHILDREN
ALICE, MARY ANN, CHET, JOE, MARGARET, BERT
JOHN CHAPMAN, known as Johnny Appleseed. He is an elderly, bearded man who carries a small pack on his back and a cotton sack.

Scene 2

MARGARET, BERT—Thirteen years older than in Scene 1.
BABY JEAN, a child of about eighteen months. (A doll may be used for this character if someone off stage imitates a baby's voice.)

SETTING

Scene 1.—A schoolyard in the year 1810. In the center of the yard is a low teeter-totter made by placing a long board over a sturdy wooden box.

Scene 2.—A camp site on a trail leading west in the year 1823. There is a small campfire with a cooking pot suspended over it. Other camping equipment is spread about. Near the fire is a pallet for Baby Jean.

Scene 1

(*Alice and Margaret are seesawing while they munch on apples. The other children are seated near by on the ground, also eating apples.*)

NARRATOR (*stands on the stage apron at one side and speaks reflectively, conversationally*)—A long time ago, when our country was young and consisted only of a few states along the Atlantic seaboard, there were many people who were ever looking westward and wondering what lay beyond the forests and the mountains.

Some of these people were explorers; others were hunters, trappers, even school boys. Such a boy was Bert Wilder, whom you will meet in a minute.

John Chapman was another person to whom the West beckoned. He saw the American West as a Promised Land for the people. He envisioned the time when it would be a land of homes and farms, even as it is today. John Chapman wanted to help in the settlement of the West. And he found a way. He became an apple missionary.

He went from place to place gathering apple seeds from anyone who would save them for him. Then, alone, he would journey into the almost unknown western country and plant his apple seeds, so that the settlers who would come later would have fruit to eat. Now and then he would return East, where friends would stock him with more apple seeds that they had saved during his absence.

Many thought him queer. Why, they asked, should a man plant orchards in the wilderness? Why should he work so hard for people he would probably never see? How did he know the West would ever be settled? And, if he wanted to raise apples, why didn't he settle down and plant an orchard of his own? But they helped him just the same.

And Appleseed kept right on planting apples. We will see him presently in our play, as he chats with children eating their lunch in a schoolyard. (*Exits.*)

ALICE—What will we study this afternoon? We had arithmetic and spelling this morning.

JOE—Geography, maybe—

CHET—Oh, I hope so! I like that.

MARY ANN (*taking big bite of apple*)—I don't—not while we're learning to bound all the states.

ALICE—Well, we know how to do that pretty well. There are seventeen states. Then comes the "Great American Desert."

BERT—I wonder what's out there. Great American Desert! It makes me want to go see.

MARY ANN—Why don't you just ask our teacher?

BERT—He doesn't know. Nobody knows, for sure.

ALICE (*stopping the teeter*)—The map tells you it is desert out there. Who wants to go to a desert? It is nothing but cactus and sand.

MARGARET—Bert says it isn't.

BERT—There is some desert. But some folks think there is a lot of rich land, too.

JOE—You'd starve to death on the desert.

BERT (*eating down close to the core of his apple*)—Indeed I wouldn't. I'd take my gun along and hunt.

MARGARET (*holding apple core high*)—Apple core! Baltimore! Who's my friend? Forevermore!

JOE—Duck, Bert. She's going to throw it at you.

(*Margaret hesitates, and then throws apple core at Bert and misses.*)

MARY ANN—Oh, Margaret, you couldn't hit the side of a barn! You've been trying ever since last year when Grandma told you the boy you hit would be the boy you'd marry.

(*Children all laugh.*)

MARGARET—Hush, Mary Ann!

BERT (*gallantly*)—Let's see how good a shot I am. (*He throws his apple core and hits Margaret.*)

ALICE AND MARY ANN—Bert's got a girl! Bert's got a girl!

JOE—Who will be *my* girl? Apple core! Baltimore!

(*All the children begin to throw apple cores and shout: "Apple core! Baltimore!"*)

JOHN CHAPMAN (*entering*)—Children! Children! Don't throw your apple cores away.

ALICE—What else would we do with them?

JOHN CHAPMAN—You could save the seeds to plant.

JOE—We've got more apple trees now than we need.

JOHN CHAPMAN—There are many places where there are no apples at all. (*He stoops and picks up two cores.*) I will put these in my bag and plant them when I go west in the spring.

BERT—Oh, are you Appleseed Johnny?

JOHN CHAPMAN—That is what they call me. My real name is John Chapman.

BERT—We're happy to know you, Mr. Chapman.

MARGARET—We've all eaten our lunches. But I have an extra apple. Would you like it?

JOHN CHAPMAN—Why, yes, I thank you. (*Accepts apple and starts to eat it.*) The finest fruit on earth, the apple! If I could have just one fruit, I would choose the apple. You can eat it raw, make pies, cider, apple butter, preserves, jelly, sauce. You can fry it, bake it, stew it, dry it, or keep it fresh all year.

CHET—I'd never thought of that.

JOHN CHAPMAN—And there is something about the apple that helps keep men well. In the West where at times men live on meat and meal alone, they fall sick. But if they can get apples they recover. *(Continued on page 87)*

THE INSTRUCTOR '53 Art Contest RUNNER-UP

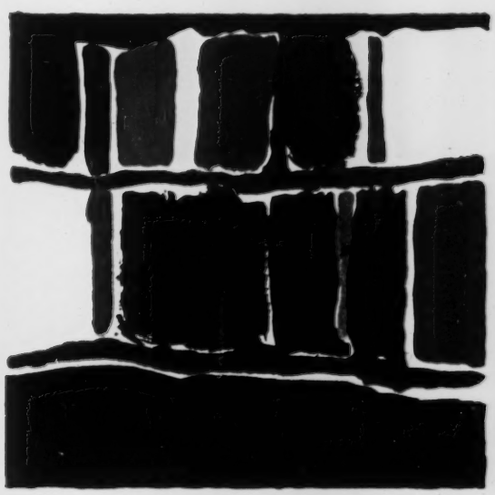
Kindergarten Pictures that grew in TEMPERA

PAINTING in tempera on large sheets of paper gives the kindergarten child a chance to express concretely the experiences he has known within his youthful sphere of activities.

At first, most children simply enjoyed the bright colors in their paintings. Color and design alone satisfied the young artists. We talked about designs we liked, but I did not make the children feel they should see a picture in their art expression. This would have led to stories conjured up to gain recognition or praise from adults. With daily experiences in tempera painting, the children began to develop a spontaneous ability to reproduce their impressions of happenings and personalities concerning them.

MARY ALICE PARMLEY

Kindergarten Teacher, Lincoln School, Marysville, Kansas



Terry painted a picture of the stained-glass windows in his church. The beauty of the giant windows had been an impressive part of his living.

Linda Kay gave us her expression of Spotty, a pony which she would like to have. She included the sky in the background, the birds, and the grass at Spotty's feet.

Linda looked up at me to say: "I'm painting some little girls dancing on a stage. This one is me!" (She pointed to the one on the right.) She really attends a dancing class.

Karen spoke of her picture as she folded her apron. "I'll tell you my picture story. I'm having fun, jumping rope." The child expressed herself simply and well—a child's head and features, a brown line with green handles above her head, and black rhythmic marks for her jumping skips.

Teaching Design

with Paper Sculpturing

THIS is a poster construction, combining the various techniques of folding, cutting, weaving, and shaping, with freehand drawing and painting. The new problem developed here is that of producing a three-dimensional effect by means of projecting the poster itself and adding woven-in features, rather than the cutting and pasting on of shapes which is usual in paper sculpture. Freehand drawings and folded paper cuttings are placed on similar areas to produce a feeling of balance.

A nature theme was chosen for each poster. Tips of leaves, petals, tendrils, or tails and fins were cut around and curled out. Slits cut in the larger forms were filled by weaving paper cones or tubes in and out. The spatter effect was made by sprinkling dry poster paint on dampened paper with a salt shaker. A pasted backing held the poster flat.

ISABELLE ANTHONY

Teacher, Fifth Grade,
Union Elementary School,
Freedom, California

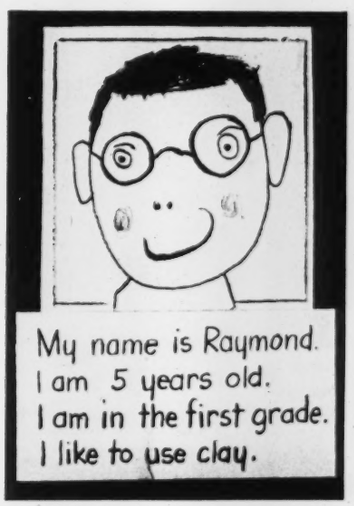
"My Teacher Knows Me!"

DAISEY COOK

Teacher, First Grade, Read School, Bridgeport, Connecticut

EACH year brings me a new group of first-graders who are eagerly anticipating new experiences. In an effort to discover their varying capacities, I begin with a "getting to know you" project. Last year I wrote each child's story in manuscript writing for all to see. Then he made his own portrait, to identify his story.

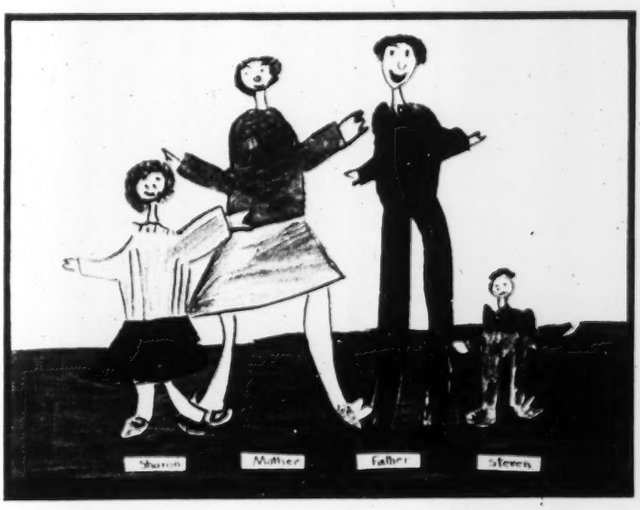
WE LOOKED at many children to see the basic elements of faces—the characteristic shapes and the features. We agreed that girls usually have longer hair than boys. Clothes also distinguished one child from another. We studied our own faces in a mirror.



"I Told about My Family"

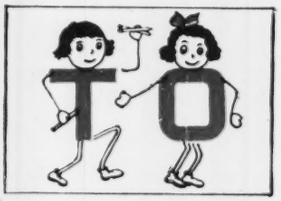
CARRIE McMANAWAY

Teacher, First Grade, Graham School, Greenville, South Carolina



OUR first grade was having a grand time with a new word, *family*, in their primer. The accompanying picture reminded them of other family pictures which they had at home. Brenda said, "I can bring a picture of my family!" "So could we!" they all cried. "I would love to see them," I said. "I'll draw you a picture of my family," said Gary. "So will I," agreed all the others. And they did!

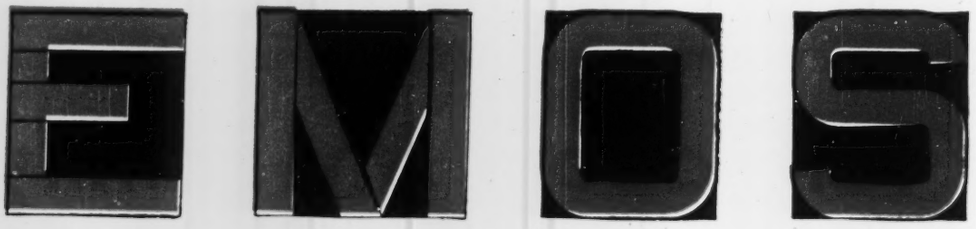
Alphabets that work all year



DOROTHA SEELEY

Teacher, Third Grade,
Whittier School, Boise,
Idaho

HERE is a simple way of clowning with letters, which most children will enjoy. Illustrated too is a practical procedure for making an alphabet. It does not take the place of freehand lettering in art class, but it is a workable production method when you need to make signs quickly for any school use.



A part of your regular art equipment could be a poster alphabet, large enough for quickly made signs such as HAPPY BIRTHDAY TO OUR PRINCIPAL, OPEN HOUSE NIGHT, BOY SCOUT WEEK, or for the side of a float in the Halloween parade.

You can start the school year with a "Welcome Back" sign made by one class, to hang in the hall, or over a doorway. A good basic proportion for the cartoon letters is 3½" x 4½". Construction paper is heavy enough, but it will not stand many tracings. Give each child a tagboard width guide ¾" x 5½". The twenty-six letters of the alphabet may be placed in three groups according to their construction.

The SIMPLEST STRAIGHT LINE LETTERS are E, F, H, I, K, L, and N. To make any letter in this group, just draw along the ¾" guide strip on the left-hand edge of the 4½" side of the paper. Move the guide strip to mark the other parts of the letter, making the largest letter possible in those dimensions. The X and Z are also made by fitting the paper with straight guide strips.

For the FORMAL BALANCE LETTERS—T, M, A, U, W, V, and Y—fold the oblong paper in half the tall way and use the guide strip to draw only half the letter on the fold, so that both sides may be cut identical. Make the paper for the M and W a 4½" square instead of an oblong. The O and S are drawn freehand to fit the oblong block, after marking the width in several places with the guide strip. Trace the O pattern (made by folding the paper in quarters before cutting) to make the G, Q, and C.

The letters B, D, J, R, and P are COMBINATIONS OF STRAIGHT AND CURVED LINES. These are also made as large as possible on the standard oblong paper, by marking the guide strip first on the proper side, and drawing the curved part freehand, after marking the width with the guide strip. A little more than half of the O can make the curved side of the D.

If you divide the children into three groups to make the various types of letters, each group need listen to only one set of directions. You may need three or four duplicates of some letters to make certain signs. Have the children who finish first make duplicates, while you are giving instructions to the others. Have a child from each group demonstrate the method for making each family of letters, so that the class understands how the whole alphabet is made. Save the letters.

Later you can have an even larger alphabet made. A good proportion is 9" x 12" paper with a guide strip 1¾" x 14". Lowercase letters can be used to good advantage too.

FUN at the FAIR

Start upper-graders with a class mural

ESTHER M. ANDERSEN
Art Instructor, Public School, Eau Claire, Wisconsin

LOCAL bazaars or county fairs furnish material for starting a large art project before pupils get involved in the many new interests that develop with each fall term. After a discussion of the county fair, my seventh-grade art class made sketches of the parts which they liked best and put the sketches on the bulletin board. Eleven different activities were represented. Where there were duplicate subjects, we chose the best one by vote.

Our mural was to be 35′ long and 4′ high. It was to be drawn on brown wrapping paper which was tacked on a wall of the art room. (Heavy binding tape is very satisfactory for holding the mural if you do not have a tacking or pinning surface.) Since there were eleven activities, each activity could have approximately 3′. We decided which activity should be in each space, and sketched it in white chalk. Also we determined the size of the figures to occupy the foreground, so that there would be some uniformity throughout the mural.

Figures were drawn in with just a hint of background. Later the pupils planned among themselves how to give the background continuity. We chose pastel colors for a warm-weather scene and finished it in colored chalk. (By dampening the paper one section at a time, before applying the chalk, you can get a more lasting finish.) Originality was encouraged always, but perspective, color, and shading were guided by general agreement.

A mural is a project incorporating the ideas of many minds. Yet to be successful, there must be some organization. Our method is only one way of working. Procedure should be adapted to the circumstances.

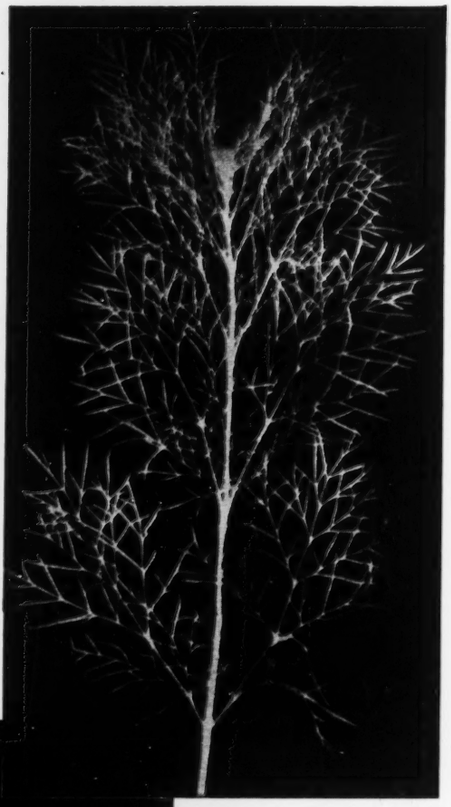
Blueprinting

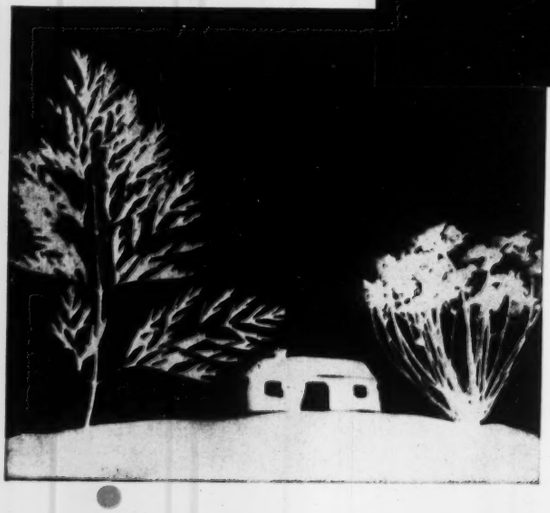
is more than a method

VITA PACKARD

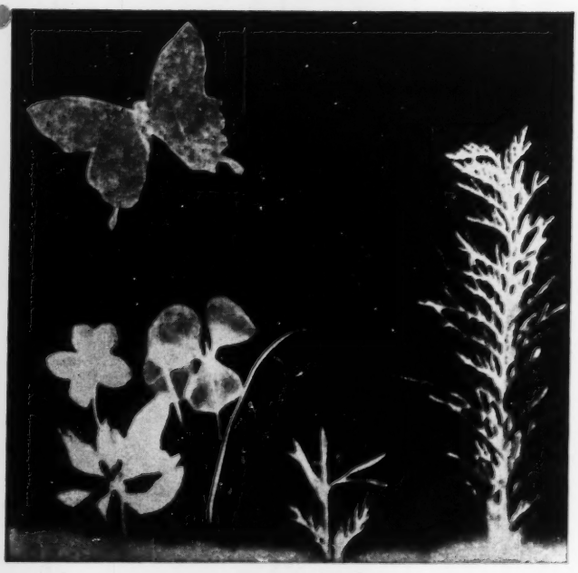
Teacher, Grades 5-6,
Public School,
Burns, Wyoming

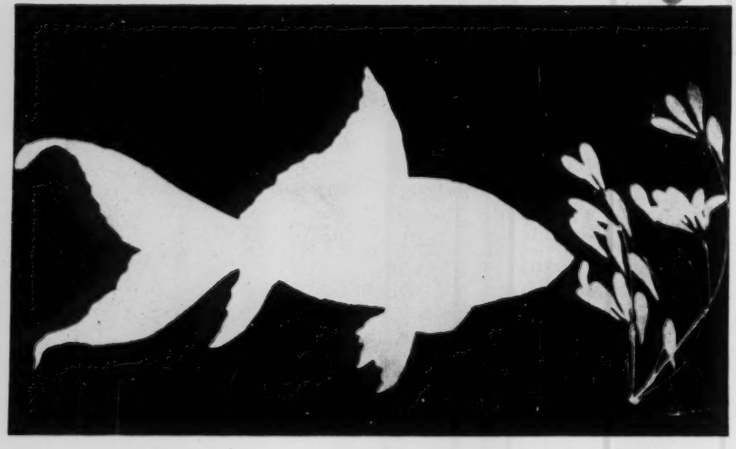
FROM the standpoint of pupil interest, participation, and pride in results, blueprint work is the most satisfactory art project tried in my thirteen years of elementary teaching. Daylight blueprint paper was used. We print in the sunlight with windows open. Fill glass or enamel cake pans with water and one or two tablespoons of hydrogen peroxide for developing. In working out scenic pictures, a penny makes a moon, torn paper or tempera on glass makes the ground, clouds can be hand shadows.





THE INSTRUCTOR '53 Art Contest RUNNER-UP

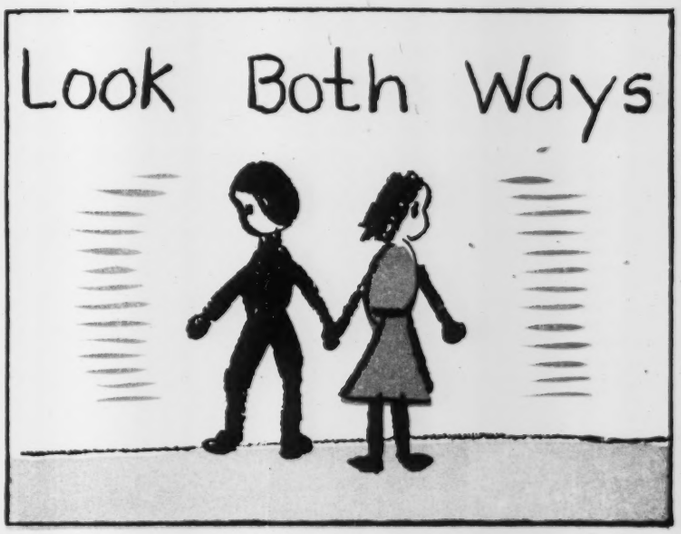


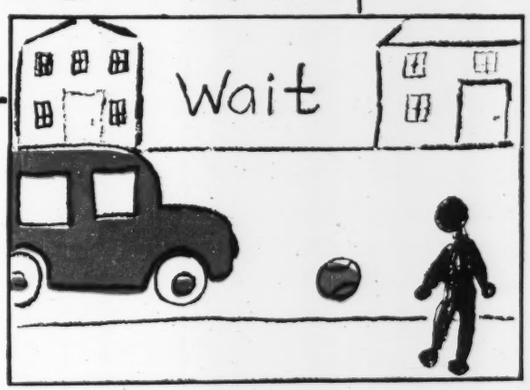


THINK SAFE-PLAY SAFE

A Poster Lesson for September

LUCILE ROSENCRANS





SAFETY can well be presented in a drawing period with suggestions from the children sketched quickly by volunteers. In this way you will not be imposing an adult point of view on their natural expression.

You may get some very original child presentations of the human figure which will be worth developing in color for graphic or even comic posters. Children who have more difficulty in drawing can express their ideas in stick figures.

List, before class, the greatest dangers to children in your school vicinity. Mention poison ivy and dangling electric wires. Watch that these are covered by the pupils' suggestions. Make safety a game to beat accidents, and it will become an enjoyable way to use creativity.

Design your own - - - -
Signature Handkerchief

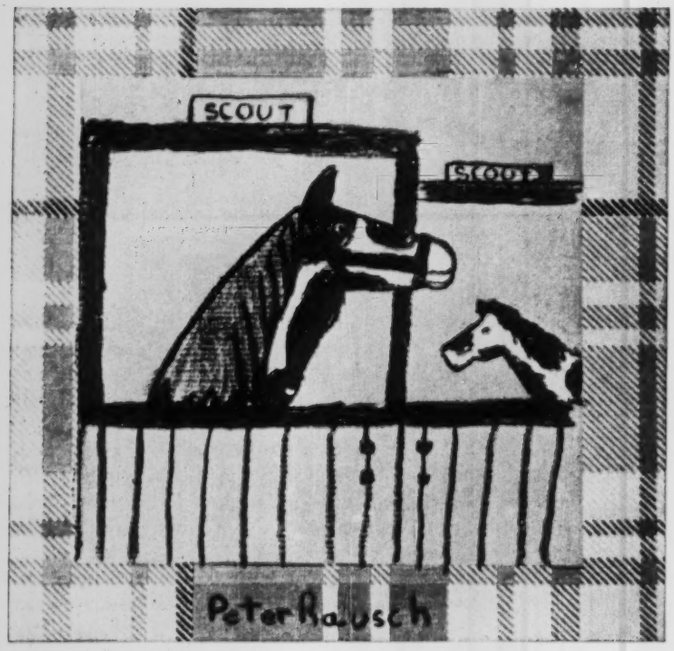
Else Bartlett
Art Editor, THE INSTRUCTOR

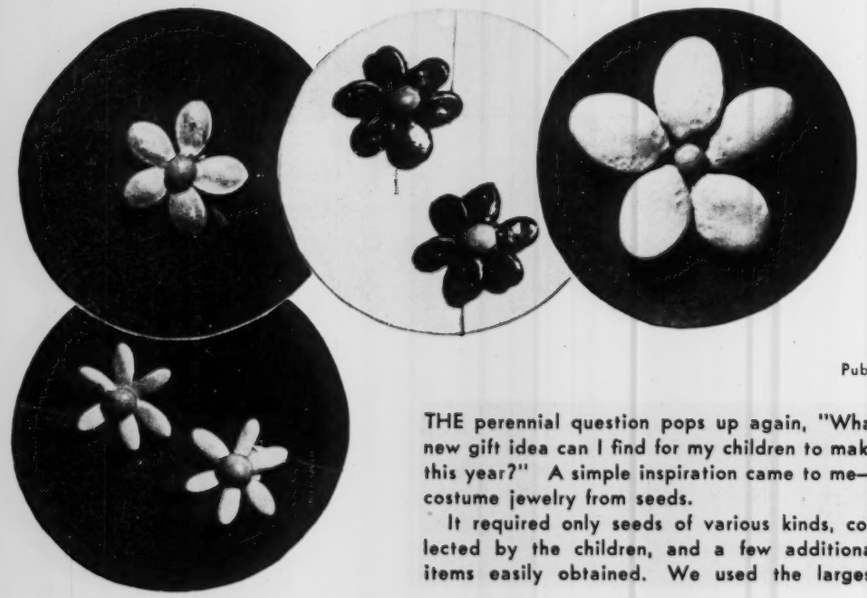
A JOLLY handkerchief in decorator's colors, signed by Tammis Keefe, furnished our inspiration. (It is shown at right.) Each pupil cut a 9″ square of thin "poster" paper, and a 12″ square of wallpaper that harmonized in color and had a design suitable for a handkerchief border. The pastel square was mounted in the center of the wallpaper square. Each child made a design on his paper, using crayons that went with the wallpaper border. The subject was a mother animal or bird with her young.

Tammis Keefe

Children in a fifth grade of Narberth, Pennsylvania, made handkerchief designs under Miss Bartlett's supervision.

Materials Needed
Wallpaper samples, cut to 12″ x 12″
9″ x 12″ "poster" paper, assorted colors
Crayons, ruler, scissors, paste





Fall Seeds make Autumn Jewelry

Clara Burt
Teacher, Sixth Grade,
Public School, Emmett, Idaho

THE perennial question pops up again, "What new gift idea can I find for my children to make this year?" A simple inspiration came to me—costume jewelry from seeds.

It required only seeds of various kinds, collected by the children, and a few additional items easily obtained. We used the largest seeds (from squash) for pins, making the centers with a split pea. Earrings were made with watermelon and cantaloupe seeds.

The seeds were glued or cemented to scraps of felt, and then to pin backs or earring screw fixtures. Some were painted with tempera, and all were shellacked.

Ideas Come to Life...

with ®PRANG products

Are you one of the thousands of excellent teachers striving to do a "blue-ribbon" job of keeping your students' activities creative?

If so, you can find untold adventures for yourself as well as your students with "PRANG" LIQUID TEMPERA and "PRANG" INSTANT POWDER TEMPERA.

PRANG LIQUID TEMPERA colors are professionally mixed and therefore alive and brilliant. A time-saving medium that lends itself to any surface or material and will not crack or bleed. First choice everywhere for illustrative and pictorial work.

PRANG INSTANT POWDER TEMPERA is an inexpensive versatile medium that immediately turns into brilliant colors with the first touch of water. So easy to blend and smooth to apply that it is an essential for craft work, mural and scenic painting. See for yourself the countless suggestions that the following pages offer you.

Whether it's a band parade in colorful costume and pageantry, or a youthful artist creating a Mephistophelean character, there's a PRANG color product that will help you to get the best result possible, easily and quickly!

Who doesn't love a parade, with all its colorful regalia?

Brilliant PRANG Water Colors put snap and contrast into your color work.

No activity surpasses the circus for colorful pageantry and wide diversity of subject matter. Above are shown clowning characters and below the lion in his cage, ready for the parade. The giraffe on page 1 also figured in this circus.

A complete stage setting created by grade pupils. Bright hollyhocks and sunflowers are impersonated by children and a fountain is decorated by human sculptures in the guise of flowerets which became animated in the course of the play. The three figures in the foreground play the role of vivid green measuring worms, while a colorful chick appears at the left and a downy duck at the right.

Youthful space travelers are properly out-fitted for their venturesome journey. An ice cream carton doubles for the head-gear, with a face cut-out to allow for the mask. Painted with white tempera and dusted generously with glitter, then topped by a lively bed spring, the cosmic effect is weird and fantastic.

"Props" for School Plays

Papier mache, is an important aid in such creative activities as play and display props, cooperative class projects, toys and many others.

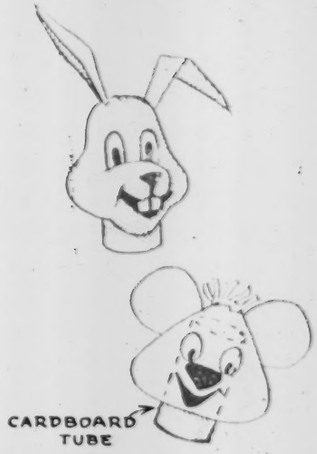
Classes enjoy making large animals like the giraffe on page 1. They can be used in plays, pageants and parades, and may be attached to a platform with wheels for mobility. The framework, or "armature", is made from pieces of wood, nailed together. To fill out the animal's shape, wads of newspaper are wrapped around the wood frame and tied in place with string.

Apply STIXIT or flour paste to the surface of the animal and attach strips of newspaper to round out the desired shape. When dry, paint with PRANG INSTANT POWDER TEMPERA COLORS.

Advertisement

Puppets and marionettes are fascinating to make and manipulate. The puppet (left) was made by a 4th grade child, using an old electric light bulb for the head, covered with layers of paper towels with paste between. Use a small ball for the nose, or a wad of damp paper or crushed tissue. Grease or oil the bulb before covering it, then when the head is dry, split up the back with a sharp knife, remove the bulb and close again with 2 or 3 strips of the pasted paper.

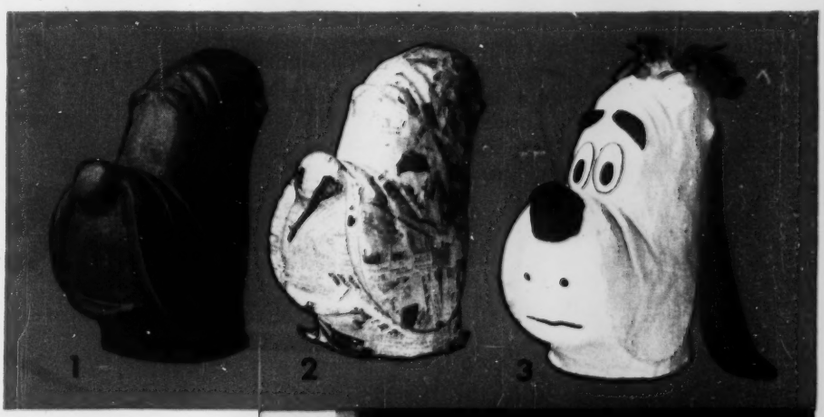
BUZZ BUNNY (right) has a cardboard tube 4" high for the foundation of his head and neck. Balls may be used for the cheeks, or wads of tissue to build up cheeks, nose and chin. Slits are cut in the head to slip in the ears. Mamie Mouse can be similarly made as shown.



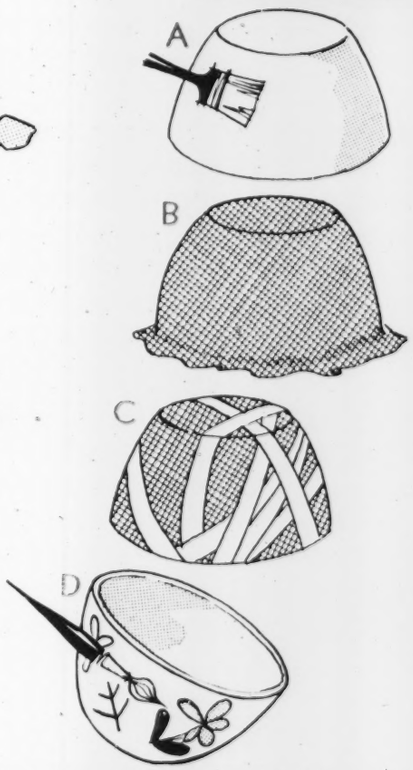
MASKS

Papier mache masks are fun to make and have many uses. Half round masks are easily made and held in place by elastic bands at the back, others are made to slip over the head. In this case it is well to work over a form of crushed paper, dried and greased; then the form can be removed by withdrawing it thru the neck. The base of the caricatured head is a couple of empty cartons, over which the form is sculptured with layers of MILO-MODELIT modeling clay. The entire form is then greased well and covered with damp newspaper and paste to build up or fill in details. (3) shows the finished mask, properly smoothed and dried, then painted with Prang Tempera. (The wearer's head fits in below the nose of the mask.)

A student puts the finishing touches to the mask she has created. The making of masks is a highly inspirational project. It stirs the imagination, excites dramatic action and fascinates the student.



Pipe cleaners or thin wire make an ideal framework for modeling small animals and birds. The framework is wrapped around with paper strips moistened with paste. Then the papier mache body is built over this base. When dry, decorate with PRANG TEMPERA Colors. In many animals, as the pup above, mold papier mache on the body, leaving only the legs and tail in the original pipe cleaner.



BOWLS

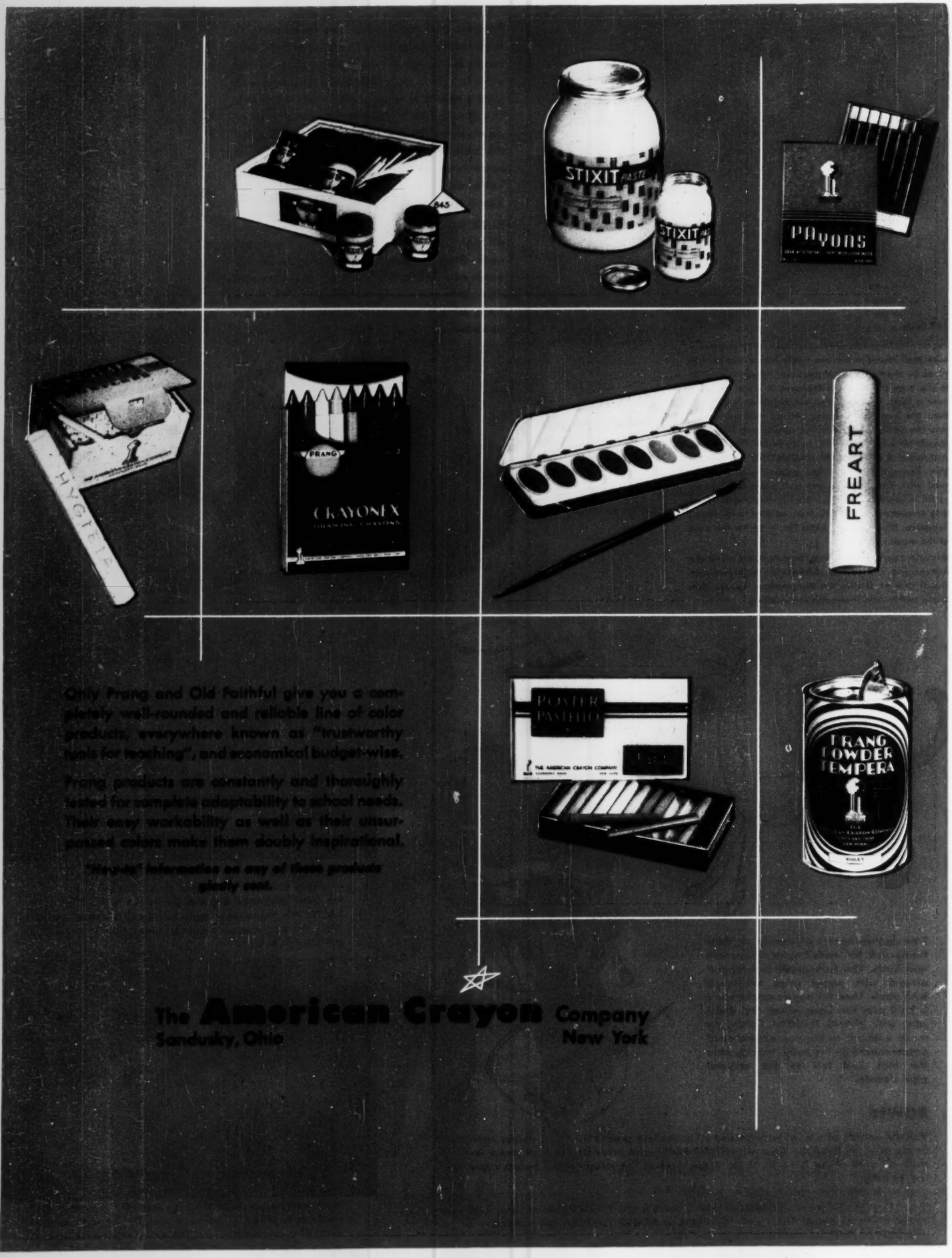
Rub the outside of a bowl with linseed oil or cooking grease (A). Press cheese cloth down firmly over the bowl (B). Coat with STIXIT PASTE and press strips of cut paper over the cloth (C) until about 3/16 in. thick. Allow half of the strips to dry before completing the pasting.

When dry, gently pry the bowl loose with a table knife. Finish inside of bowl with additional layers of paper. Paint with two coats of PRANG TEMPERA, also designs, (D) and give coat of finishing varnish or clear shellac.

Good PAPIER MACHE is made by tearing newspaper or paper towels into bits and soaking them overnight. Stir well and add a good adhesive, such as STIXIT PASTE. Mix thoroughly and squeeze out excess water. Work the papier mache over between the fingers until it is smooth and plastic.

Much can be gained by the pooling of ideas and the working together of students toward the accomplishment of a specific activity. The value of cooperative or group action of this nature is inestimable.

Advertisement



Only Prang and Old Faithful give you a completely well-rounded and reliable line of color products, everywhere known as "trustworthy tools for teaching", and economical budget-wise.

Prang products are constantly and thoroughly tested for complete adaptability to school needs. Their easy workability as well as their unsurpassed colors make them doubly inspirational.

"How-to" information on any of these products gladly sent.

The **American Crayon** Company
Sandusky, Ohio New York

SENDING the MESSAGE

Three Important Steps in American Communication

1860 The First Mail Was Delivered by Pony Express.

Can you picture mail being carried by a horseback rider, changing horses at stations twelve or fifteen miles apart, for one hundred miles a day? The pony express continued for nineteen months in all kinds of weather between St. Joseph, Missouri, and Sacramento, California, until a telegraph line was strung over the route to transmit messages.

1869 The First Transcontinental Railroad Was Completed at Promontory, Utah.

After years of hardships in laying the road, the Union Pacific, going West, finally met the Central Pacific, coming East. On May 10, 1869, a golden spike was driven to connect the two railroads, thus providing the first transcontinental train service in the world.

Drawings used by courtesy of Bausch and Lomb Optical Co.

1876 The Telephone Was Invented by Alexander Graham Bell.

Alexander Graham Bell's original interest in sending the sound of the human voice over the wires was to help deaf-mutes learn to speak. On March 10, 1876, Mr. Bell sent the first message—a call to his assistant, Thomas Watson, working two floors below, "Mr. Watson, please come here. I want you." At first, people considered the telephone a toy but gradually they came to realize its great importance to communication.

TEACHERS' HOA CLUB

Help One Another

ARTICLES for this department should not exceed 300 words. We prefer them typed, double-spaced, each on a separate 8½" x 11" sheet. Put your name and address on each sheet and on every photograph or sample. Address: Teachers' Help-One-Another Club, THE INSTRUCTOR, Dansville, N.Y.

Articles cannot be acknowledged or returned. Items (except seasonal) not heard from in six months should be considered rejected.

We will pay two dollars upon publication for each article used and an additional dollar for a photograph or a drawing.

Keep your contributions coming!

MUSICAL UMBRELLA

Bernice Walz

THE musical scale can be presented to your class in an interesting way so that the pupils will soon be singing it with you as you draw an umbrella. First write the syllables on the blackboard in ascending order as steps. Tell the pupils that you are going to make a picture of something almost everyone uses on a rainy day. Let them guess what it is.

Placing your chalk on low *do*, sing *do, re*, bringing your chalk in a curve across from *do* to *re*. Now retrace the mark made, going back to *do* and singing as you draw. Then sing and draw from *do* to *re* to *mi*, returning to *do* with one curved line each time you ascend one note until high *do* is reached, and then just return to low *do*.

Now, using colored chalk, and starting from high *do*, start singing and drawing in the same manner as when ascending the scale. You will find your lines crossing and making a pattern. When you finish singing low *do*, follow by singing high *do* and put the point on the top of the umbrella. Then, singing low *do*, draw the handle. You might add a stick figure holding the umbrella and add the name of one of the pupils.

The children like the idea very much and will ask you to make the umbrella again and again. You will find the group singing along with you without effort.

COLOR-WORD PUZZLE

Katherine Dissinger

A DEVICE which children enjoy is a color-word puzzle. Cut a rectangular piece of heavy oak tag. Cut off one side in a zigzag fashion. Write the color word on the remaining oak tag. Using the cut-off piece as a pattern, cut a piece of construction paper of the same color as the word just written. Do this for each of the color words, making each cutting different.

The child fits the pieces together. The only one that will fit, of course, is the correct color. It is amazing how quickly the children learn the color words when using this puzzle, not having to "try" each piece, but reading the word and reaching for the right color.

If desired, the pieces could be sawed from a thin board and painted, and the words painted on the unpainted end.

TELEVISION SET

Selma Dinhofer

OUR "television set" made out of an orange crate and scrap lumber has been a motivating force for my first grade insofar as supplementary reading and oral expression are concerned. My class features a "reading" program once a week and a "story-telling" program every few days. The best reader in each reading group prepares a story for the first-mentioned program. This story usually comes from a supplementary reader. The "story-telling" program features original stories, discussions of mutual interest, stories heard outside the classroom, or a puppet show. These programs are under the direction of a chairman who is chosen each week.

TOASTMASTERS' CLUB

June A. Stephenson

DO YOU want an interesting method to improve the speech, grammar, and other speaking abilities and qualities of your pupils? Here's a neat trick I use that will do the job for you.

Appoint a Toastmaster (a pupil who introduces pupil speakers), Speakers (pupils who give speeches), Topicmaster (pupil who assigns topics to be spoken on), Grammarian (pupil who checks and notes grammatical errors of speakers), Timekeeper (pupil who holds stop watch to time all the speakers equally), and Evaluators (pupils who evaluate each speech that is given). This method appeals to pupils of all ages and grades and really gets improvement results quickly. You'll find your own public-speaking abilities will also improve greatly as you aid your pupils in setting up goals and in evaluating their work.

A NUMBER GAME

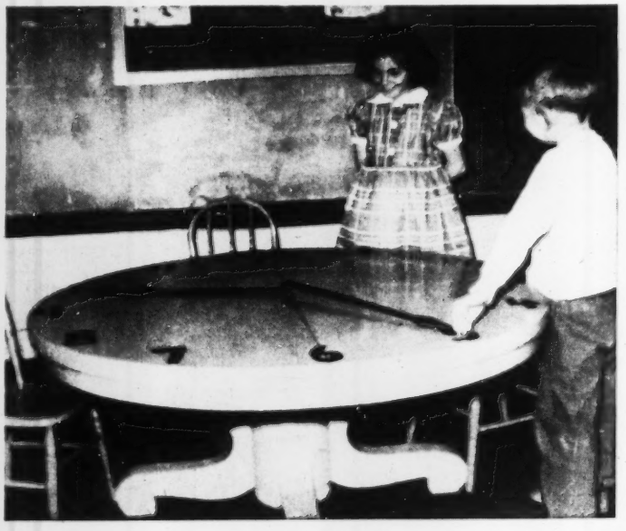
Helen Gow

MY SPECIAL class enjoys a number game as a way of drill on arithmetic flash cards. We divide the flash cards into two piles and the class into two teams. Each team lines up behind a desk with a pile of cards on it. Each team has half of the blackboard to work on. At a signal, the first person in each line takes the top card, goes to the blackboard, and works the example. He carries the card back and puts it on the "used" pile before the next person goes up. The teams move along as fast as they can. As soon as one team finishes its pile, the game stops. The examples on the blackboard are corrected, and points are taken off for the number of unused cards of the other team. The team having the most examples correct is the winner.

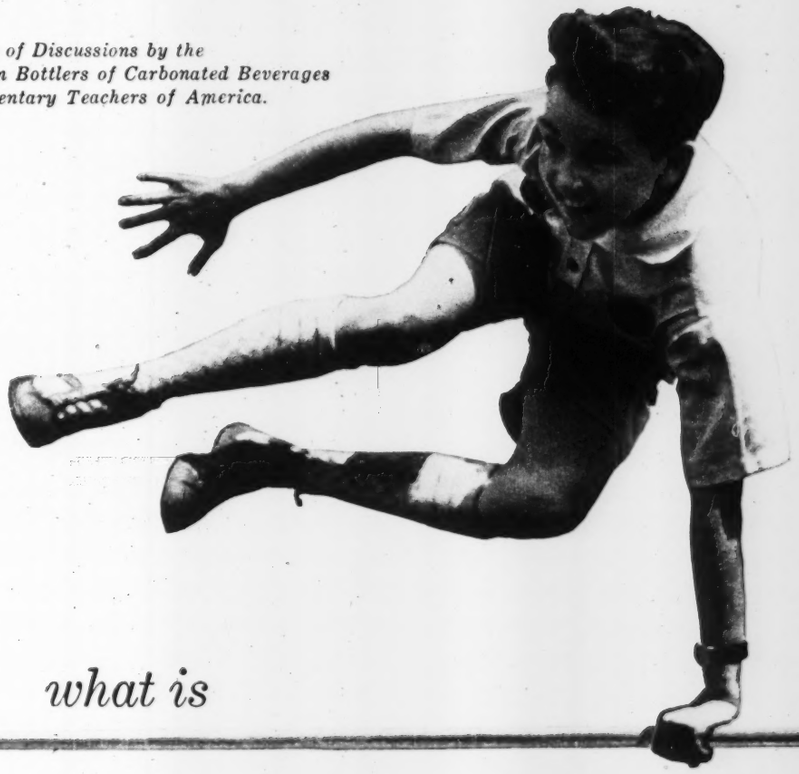
A CLOCK DEVICE

Christine E. Beattie

THE second-grade children in my class found the problem of learning to tell time much easier and definitely much more fun with the aid of a large table-size clock. This clock was originally a round dining-room table, but with the use of a saw and a paintbrush it became a very worthwhile learning tool. Its height is twenty-three inches from the floor, and the large black numerals are easily read. The movable hands are bolted on through a hole in the middle of the table, and can be removed when the table is to be used for other purposes in the classroom.



No. 1 *in a Series of Discussions by the American Bottlers of Carbonated Beverages with the Elementary Teachers of America.*



what is

the real story

about good health and carbonated soft drinks

We know Elementary Teachers are interested in the American Goal of a Well-Nourished Population.

The soft drink industry is interested in that goal too. We should like to discuss with you the use of carbonated soft drinks as a proper part of the diet for growing children and for adults.

A normal, basic diet for an adult should include about 2,200 calories each day. Diets for children, especially during the stages of rapid growth, are 500 to 600 calories higher. In a normal diet about 10% of the calories should be in proteins, about 30% in fats and about 59% in carbohydrates.

The protein intake should be kept up, for the body does not store protein. But, you ask, couldn't the needed calories be provided by cutting down on carbohydrates and increasing the portions of fats and proteins? Since both contain calories, this could be done to a limited extent. But for most people, and especially growing children, such a substitution would not be practical or economical.

Why? Because if only meat, milk, fruits and vegetables were used to provide the full daily requirement of calories, the quantity of food — and therefore its cost — would be greatly increased. Even more important, children and adults often need the ready-food energy supplied by carbohydrates — especially sugar.

Unless adequate amounts of carbohydrates are continually provided, the needs of the body will be met by a conversion of other foods (such as protein) into carbohydrate. Available sugar has been called a protein-sparer because it relieves both dietary and tissue protein of the necessity of furnishing energy.

When a child drinks a bottle of soft drink he consumes about 100 calories of sugar in a liquid form that can be quickly digested. Consequently, carbonated soft drinks are ideal beverages to accompany after-school snacks. The soft drink is quickly absorbed and there is no inhibiting of the appetite for the next meal.

We should like to know what you think about soft drinks, or carbonated beverages. We are interested in how your parent groups feel about serving them to their children. You are invited to discuss the use of soft drinks and to write us your conclusions.

The American Bottlers of Carbonated Beverages is a non-profit association, with member manufacturers of bottled soft drinks in every State. Its purposes include improvement of production processes and distribution methods within the industry, research and education concerning bottled soft drinks to the end that the consumer is best served, and promotion of a better understanding by the public of the industry and its products.

The National Association of the Bottled Soft Drink Industry

American Bottlers of Carbonated Beverages

Washington 6, D. C.

Have You a Question?

Your Counselor Service

Is Ready to Help You!

***HERE** are nine specialists to help you. Just send a specific question to the proper counselor in care of* The Instructor. *Editorial Department, Dansville, N.Y., and enclose a stamped, self-addressed envelope. You will receive a reply without charge. An article by one of these counselors is being featured in every issue this year, with the exception of December. Next month Hannah M. Lindahl will discuss "Giving Guidance in Citizenship through the Social Studies."*

Glenn O. Blough
Specialist in Elementary Science, U.S. Office of Education
SCIENCE

F. Dean McClusky
Associate Professor of Education, University of California, Los Angeles
AUDIO-VISUAL AIDS

Hannah M. Lindahl
Supervisor of Elementary Education, Mishawaka, Indiana
SOCIAL STUDIES

Paul L. Hill
Director of Educational Counsel, Winnetka, Illinois
CHILD DEVELOPMENT

Beatrice Krone
Teacher, Idyllwild School of Music, Idyllwild, California
MUSIC

Lucile H. Latting
Consultant in Elementary Education, Colorado State Department of Education
READING

Jessie Todd
Instructor in Art, University of Chicago Laboratory School
ART AND HANDWORK

Louise Oakley
Supervisor of Elementary Education, Union City, Tenn.
LANGUAGE

Foster E. Grossnickle
Professor of Mathematics, State Teachers College, Jersey City, New Jersey
ARITHMETIC

Setting the Stage for Creative Art

JESSIE TODD

CHILDREN do their best creative work with materials that are messy. Tempera paint, clay (the kind that hardens), and finger paint are the most popular mediums with children. These mediums are more messy than crayons. They are also freer and therefore better.

We have to accept this fact. If we are sincere in saying that we want creative art work, we must tolerate the free materials, paint and clay. *Tolerate* is the word some teachers use. They dislike any medium which invades the so-called "order" of the classroom.

A room that inspires creative art work has a welcome feeling. The arrangement of the art materials is very important. Many bottles of colored paint on a low table act as magnets that say, "Use us." If the covers are off the bottles, the magnetism increases. When brushes are close by, it becomes easier to paint.

The room need not be too messy. The bottles of paint on the long low table need to have clean colors in them. No one wants red that has drops of blue or green in it. Everyone wants pure white and pure black. Every child has to be careful not to put dirty brushes in the white and black paint. There should be some empty bottles so that children can mix colors. Children work patiently to satisfy themselves when they make mixtures for a soldier's uniform or a battleship.

The more a teacher works with paints, the more she learns. For example, low small bottles are better than tall large ones. They need to be low so they won't tip over, and small so that spilled amounts will be small. Children should be able to spill paint and clean it up without anyone's feeling cross. If children are afraid of spilling they don't feel free enough to create.

If the bottles are half-full, there is room in each for a large brush. This is important. If the little bottle is too full, the child puts his brush in it and the bottle overflows. He is off to a bad start.

Consider the classroom where quart paint bottles are kept high up on a cupboard shelf, with covers stuck on with half-dried paint. When the child stands on a chair to reach the bottle he has difficulty in opening it. When he opens it he finds the paint too hard. He needs a small bottle but there are none. The teacher finds one, but it is dirty. When the child finally gets the bottle clean he has no time left to paint. The teacher says, "I have plenty of paint but my children don't seem to care to paint." She has not made it easy to paint.

There needs to be space for paintings to dry. Sometimes they can be shoved under tables or placed on top of cupboards. Most teachers don't have enough space. Floor space is wonderful for drying paintings.

Desks should be movable. When stage scenery is to be made, the desks may be pushed to one side and the paper spread on the floor. When the scenery is dry, the paper can be rolled up or folded and put in a corner until the children work on it again.

A roll of heavy wrapping paper is a necessity in an art room. A good width is three or four feet. Children like to paste strips of wrapping paper together for stage scenery. They cover boxes with painted wrapping paper for stage properties. Sometimes they use the paper to make tall hats for costume parties or plays.

Often old furniture inspires creative activity more than new furniture. One doesn't have to be too careful of it. Children feel more like creating if they are not restricted too much. If they have to be careful not to drop even a small piece of clay on the floor, they tighten up and model some conservative neat little object. Keeping things clean becomes the dominating feeling in such a room. Creating something is of secondary value there.

If children are to do creative clay work they need space for their clay objects to dry and be protected while they are drying. Some children like to bring empty coffee cans to keep their clay objects damp from day to day.

The clay needs to be in good condition. The teacher has to assume responsibility for having the clay not too hard and not too soft. If the clay is not right, the teacher needs to do something about it. If the clay is too wet, she can leave the cover off the big clay can overnight. This usually dries it enough to use. If it is still too sticky, the cover can be left off the can for another night. If the clay is too hard, holes can be punched in it and water poured into the holes. It may take several days to make the clay right for modeling. It must not stick to one's hands like mud pies; neither can it be so hard that one can't move it enough to make a rabbit or a man.

If a teacher likes to model in clay she will do well to sit and model sometimes when the children enter the room. "What are you making, Miss Brown? Oh, I see. Is that ever cute! Look, Peter, Susan, Lucy! See what Miss Brown is making. Miss Brown, will you show us how to model some people? I'd love to know how. Mine always break."

Sometimes Miss Brown models something which doesn't turn out well and the children immediately feel that she is one of them. Miss Brown tries things. Sometimes they aren't good. They can try things. Their results don't always have to turn out well. The atmosphere in Miss Brown's room is conducive to creative work.

When the children know how handy it is to find the materials it isn't necessary to have them scattered all over the room. We are fortunate in having a chest of very big drawers at the back of our art room. In one drawer are all sorts of things one might use for making mobiles. Children find it easy to pull out the drawer and rummage around for what they want. We have another drawer full of pieces of corrugated paper and pieces of soft-textured paper that comes between phonograph records. Children often like to paint designs on these. In another drawer is string of all colors for string constructions. Other drawers hold attractive scraps of velvet and wool.

If a teacher is delighted with every spark of originality she sees in each child's work, the sparks grow under her encouragement. Then Johnny's mother says, "I never knew Johnny had it in him until he came to your room. You must know how to bring it out."

BULLETIN BOARD

Classroom Activities FOR Better Breakfast Month

Since September is the month when eating habits are re-established for the new school year, it's the ideal time for introducing these tested health education projects.

FOR PRIMARY GRADES

As an anticipated regular event each September, the "Classroom Breakfast Party" can be a meaningful introduction to health education learning experiences.

A free teaching unit titled "A Classroom Breakfast Party and Other Classroom Activities," edited by Laura Oftedal, Laboratory School, University of Chicago, is available free on your request.

This unit consists of a 24-page Teacher's Manual offering workable ideas for boys and girls planning with their teacher. Also is included a Fall Classroom Breakfast Calendar in full color and 30 Children's Leaflets titled "The Story of Skimpy and Missy." Use coupon below.

FOR INTERMEDIATE GRADES

"Two Better Breakfast Plays" can be staged by your children as a dramatic introduction to the year's program for the improvement of daily health habits.

A free teaching unit titled "Two Better Breakfast Plays and Other Classroom Activities," edited by Laura Oftedal, Laboratory School, University of Chicago, is available free on your request.

This unit consists of a 28-page Teacher's Manual including one complete play script and one suggested play outline for classroom committee use. Also is included a Fall Breakfast Calendar in full color and 30 Children's Leaflets titled "Good Breakfast - Good Morning. Use coupon below.

Educational Director
Cereal Institute, Inc.
135 South La Salle Street, Chicago 3, Illinois

Send Primary Breakfast Teaching Unit to

NAME _____
(please print)

ADDRESS _____

CITY _____ ZONE _____ STATE _____

Educational Director
Cereal Institute, Inc.
135 South La Salle Street, Chicago 3, Illinois

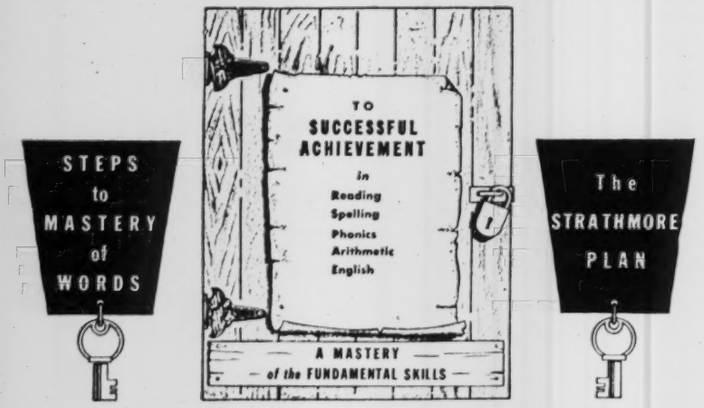
Send Intermediate Breakfast Teaching Unit to

NAME _____
(please print)

ADDRESS _____

CITY _____ ZONE _____ STATE _____

UNLOCK THE DOOR


STEPS to MASTERY of WORDS
TO SUCCESSFUL ACHIEVEMENT in Reading Spelling Phonics Arithmetic English
The STRATHMORE PLAN
A MASTERY of the FUNDAMENTAL SKILLS

is the key
to independent

READING and SPELLING

STEPS TO MASTERY OF WORDS

GIVES THE PUPIL MASTERY OF ALL WORD-ATTACK SKILLS, INCLUDING PHONICS.

UTILIZES THE MOTOR AVENUE TO LEARNING IN THE MASTERY OF WORDS.

The pupil HEARS the sounds of the word, ASSOCIATES the sounds with their letter symbols, BUILDS the word by the hand manipulation of his Sound Chart, and then SEES the word which he has made. The learning of the word results from AUDITORY PERCEPTION through MOTOR ACTIVITY to a SELF-DISCOVERED VISUAL IMPRESSION.

Provides the Teacher

—with daily lesson plans in a helpful and understandable GUIDE BOOK.

—with a series of ten recorded lessons which demonstrate the author's technique in teaching the sounds.

Gives Phenomenal Results

To PREVENT the formation of poor reading and spelling habits, the program is used in grades 1-4.

To REMEDY the poor reading and spelling habits previously formed, the program is to be used in grades above the fourth.

is the key
to mastery of the fundamentals in

ARITHMETIC

Number Meanings—Whole Numbers
Common Fractions—Decimal Fractions
Percentage—Problem Solving

ENGLISH

Capitalization—Sentences and Paragraphs
Punctuation—Good Usage
Grammar—Parts of Speech

Not a textbook. Not a workbook.
IS a scientifically organized program of

TEST - TEACH - PRACTICE - TEST

There are 1579 individual test and work sheets which are printed and ready to use.

THE STRATHMORE PLAN

EFFECTIVE

INVENTORY TESTS reveal the needs of the pupils.
PRACTICE PAGES are keyed to the tests and give the pupil the remedial practice which he needs.
MASTERY TESTS close each unit and measure achievement.

TIME SAVING

The test and practice sheets are printed and ready to use. The teacher is saved from the drudgery of searching for and duplicating test and practice materials.

CONVENIENT

The loose sheets are shipped in an indexed file carton. When you need a test or practice sheet, you get it from the file for immediate use.

ECONOMICAL

You can select and order as few as 10 copies of any one page with a minimum total order of 1000 sheets.

The price is low—only $4.00 per 1000 sheets in your total order.

For detailed information use coupon on page 116 or write to

EDUCATIONAL SERVICE, INC.

P. O. BOX 112 **BENTON HARBOR, MICHIGAN**

Schoolyard Specimens

ANNE M. NOVACK

Teacher, Grades 3-4, Center School, Hubbardston, Massachusetts

EARLY in September, my third- and fourth-graders started a nature and science unit which was carried on with interest during the whole school year. During lunch hour and at recess time, my pupils gathered specimens from trees, shrubs, flowers, and weeds found on the school grounds. These specimens were pressed, shellacked, mounted, and labeled by the various committees.

A full-scale study of the specimens went on for days. Books in the library, at home, and at the homes of friends were searched for information. As a result, the children discovered that:

1. Fall flowers grow mostly in the open.
2. Most fall flowers come from seeds.
3. Each seed contains a baby plant, has stored food, and has a protective coat.
4. Fall flowers have grown slowly all summer. They are tough, hard, and not easily killed.
5. Most fall flowers are composite.

Interested pupils examined plants to see whether they were tall, coarse, tough, tender, or delicate.

Discoveries of a similar nature were made for the tree, shrub, and weed specimens.

In the spring, the class collected specimens of the same plants to use for comparison and to mount with the fall collection because many of the tree and plant specimens mounted in September were in the seed or fruit stage. The class added some kinds of plants in the spring which had been dead in the fall.

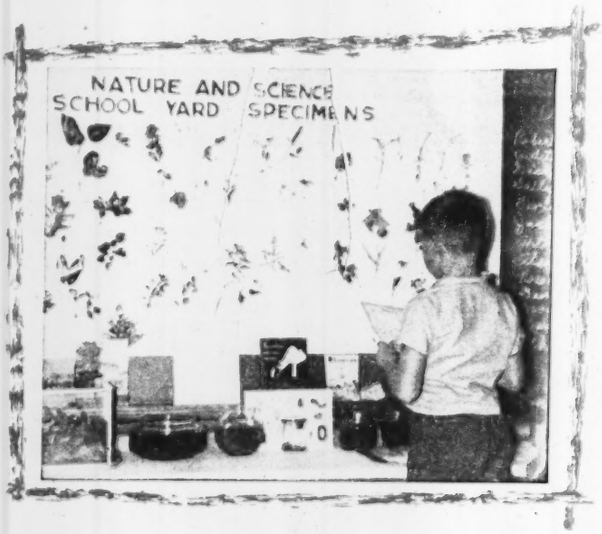
Our unit did not end with plant specimens but continued with insects found on the school grounds. These became objects of extreme interest. Specimens were brought in and proper containers supplied. Food and care became of vital interest to every child. Specimens had to be identified. This naturally led to research and class reports. The collection included grasshoppers, crickets, ants, caterpillars, spiders, a praying mantis, moths, butterflies, bees, flies, and beetles. With some we could study and watch their life cycles. Caterpillars spun cocoons and developed chrysalises right in the classroom. These were placed in the vivarium for the final stage of development.

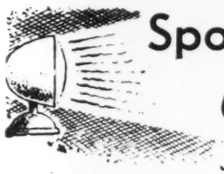
Next, the children decided to collect samples of the types of soil found in the schoolyard. These were placed in separate containers and labeled. This activity naturally led into the study of soil formation, the use and value of each type of soil, soil erosion, and measures to control erosion.

Before the snow covered the ground the pupils collected rocks. Some rocks covered with lichen and moss were added, but these came from outside the schoolyard.

The children enjoyed telling of their experiences in collecting specimens, and in observing insects. Stories were written, pictures drawn, charts made, specimens preserved. With just a few months of activity the class had made an unusual and vitally interesting science museum.

The unit helped to make the pupils more observant and interested in their surroundings. They discovered the joy of research; they found ways of satisfying their desire to learn the why of things; they developed the ability to find enjoyment in things not commonly appreciated; they developed an appreciation of conservation.





Spotlight on *Canadian Schools*

JOHN HENRY PEPPER

Teacher, Sixth Grade, Essex Street School, Toronto, Ontario

OUR SCHOOLS IN PERSPECTIVE

EVERY one of Canada's ten provinces has its own public-school system, just as each American state has its own educational system. Canada, with a population approaching fifteen million, has about ninety thousand teachers. These are governed by about seventy thousand school trustees, serving on twenty-one thousand school boards. There is a trend toward the larger school district, but the one-room schoolhouse, with eight grades, is a common sight in all rural districts. School equipment, buildings, and salaries vary from province to province and from community to community. They range from very superior to inadequate, depending largely on the prosperity of the supporting community, as they do in the United States.

Canadian teachers, from the Atlantic to the Pacific, are vigourously striving to improve the status of their profession through their provincial organizations. These organizations achieve national status through the Canadian Teachers' Federation, with headquarters in Ottawa, our capital.

The common Canadian educational problem is the limited amount of money available for educational purposes in the face of a constantly expanding school population. Canada is expending 2½ per cent of its national income on education at all levels, while almost 16 per cent of all Canadians are occupied in some aspect of our schools.

As Canada has two official languages, French and English, French is the language of instruction in many Canadian schools, but English is still predominant. The techniques of instruction and the methods in vogue seem generally to be a blend of English and American, with some slight Canadian flavour.

The children in Canadian elementary schools are very little different from their American neighbours in dress, conduct, needs, and interests. Canadian schools usually open with "God Save the Queen," and Canadian teachers share with American teachers a love of democracy and the same strong desire to serve their country by developing loyal, respectable citizens.

CANADIAN NEWCOMERS

CANADA'S schools are doing a fine job in teaching English to many thousands of children and adults who have emigrated to our country since the war. Stephen Davidovich, Assistant Director of Community Programmes for the Ontario Department of Education, reminds Canadian teachers that we must show our new citizens that they are welcome and wanted, and that they have a contribution to make to our communities. By demonstrating these attitudes, we will impress upon them that our way of life is a good way, and the newcomer and his children will make a pleasant transition from life in the country of their origin to life in Canada.

FOR BEGINNERS ONLY

THIS September thousands of new teachers will begin their first month of service in Canada. We welcome these newcomers to our profession and trust they will find their coming years of teaching to be happy and successful. These suggestions may prove to be helpful.

Start off the year by being firmly in control of your classroom. Your pupils will like the teacher whose well-ordered classroom gives them a feeling of security. Make as few classroom rules as possible; then enforce those you do make.

Your principal can be helpful, but try to handle your own classroom problems. If you don't have to ask him for guidance too often he will know you are a capable person.

Emphasize the positive aspects of your pupils' work and conduct. Spend a few moments at the end of each day in complimenting your pupils who have done well.

Your youth, enthusiasm, and energy are great assets. Children are drawn towards young adults. All these factors favour the beginning teacher and compensate for inexperience.

Support your professional teachers' organization. Although progress may seem slow, the various provincial organizations have done much to advance our profession and will do still more in the years ahead if every teacher gives loyal support. Do your part.

THE CORONATION

ALTHOUGH the Coronation of Queen Elizabeth II has now become history it is pleasant to think that the Secretary of State invited The Canadian Home and School and Parent-Teacher Federation to send a representative to the Coronation. A well-known Canadian educator and past-president of the Canadian Federation, Dr. W. P. Percival, sat in Westminster Abbey as a representative of Canadian Home and School. We are happy to see a member of the teaching profession so honoured.

Rig-A-Jig For CONSTRUCTIVE Fun

Now... with Rolling Wheels and Mechanical Action.

Durable, Non-Toxic, Washable Plastic.

MORE THAN JUST A TOY... RIG-A-JIG is one of today's most accepted teaching aids. A marvel for developing color sense, creative thinking, manual dexterity, muscular coordination.

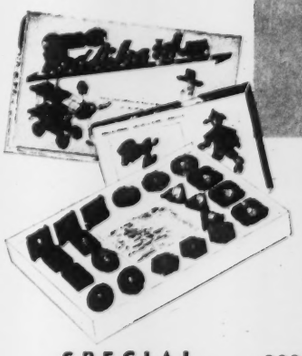
FOR BOYS AND GIRLS

Ideal Classroom Construction Material

Almost indestructible... lasts for years... *never* loses fascination. Children love linking the tubes and brightly colored, interesting shapes into an amazing variety of toys and designs that they *create themselves.* No end of ideas... over a *million* different constructions possible.

RIG-A-JIG'S fast assembly holds interest. Satisfying results build confidence, encourage ingenuity. Children work well alone on RIG-A-JIG constructions... a real help to busy teachers.

7 Gay Colors
7 Basic Geometric Forms.



1000 Pc. CLASSROOM SET

$9.95 postpaid

Wonderful investment for elementary and kindergarten classrooms!
Includes 4 copies of 16 page full-colored, lavishly illustrated Instruction Book.

ORDER YOUR SET TODAY.

SPECIAL INTRODUCTORY OFFER

236 pc. Senior Set, Colorful 16-page IDEA BOOK at $2.50

(Regularly $3.00)

Limit: one per teacher

RIG-A-JIG, Dept. IN.,
32 W. Washington, Chicago, Ill.

Enclosed is $..... Please send me:

....CLASSROOM SETS (1000 pcs.) with 4 Books at $9.95 postpaid.

...SENIOR SET (236 pcs.) at Special Price $2.50

NAME .....

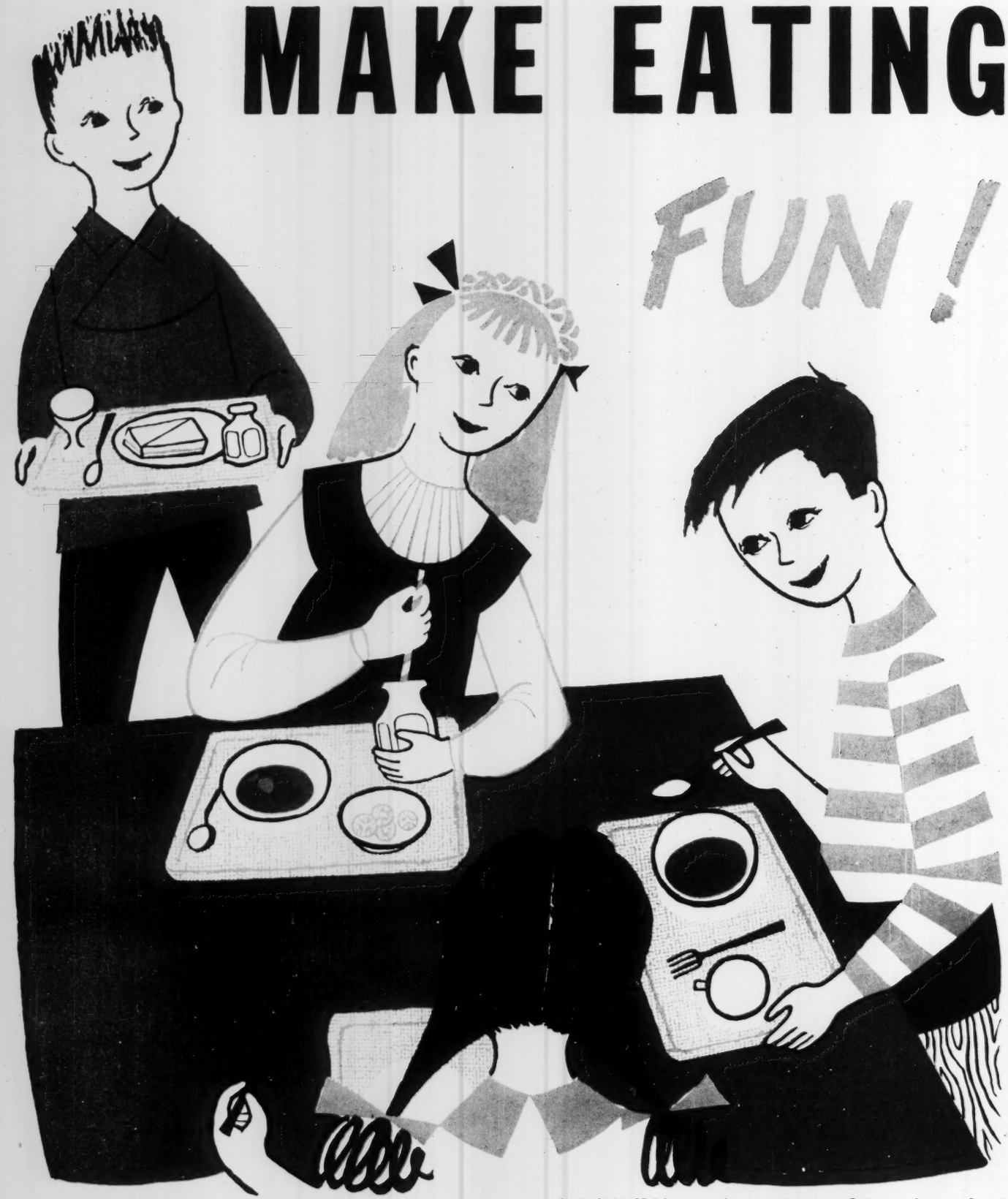
ADDRESS .....

CITY..... ZONE.... STATE.....

GOOD MANNERS

MAKE EATING

FUN!



An INSTRUCTOR Poster for Your Room or Cafeteria Bulletin Board

To Renew the Spirit Which Built Our Country

. . . Faith in Ourselves

Since the beginning long, long ago at Valley Forge and on Bunker Hill, Americans have had reason to be proud of their country — and themselves.

From the valleys, the mountains, the plains — from all the States of the Union — they have come to stand wherever blood wrote our history!

And not in war only: But in peace and in the good, clean work of the farm and factory, we have given of ourselves that our nation might prosper.

Americans have cause to be proud — to have faith in themselves.

Sometimes these days, it seems, some of us forget the proud company we have joined . . . forget the brave names on monuments where bronze blackens with weather . . . forget the great deeds graven in granite.

Haven't we cause to have faith?

Haven't we the duty to have faith in ourselves — *and to let the world know it?*

Each of us can help revive the spirit which built our country — by placing Faith in God . . . in Ourselves . . . in Our Fellow Men . . . and in Freedom.

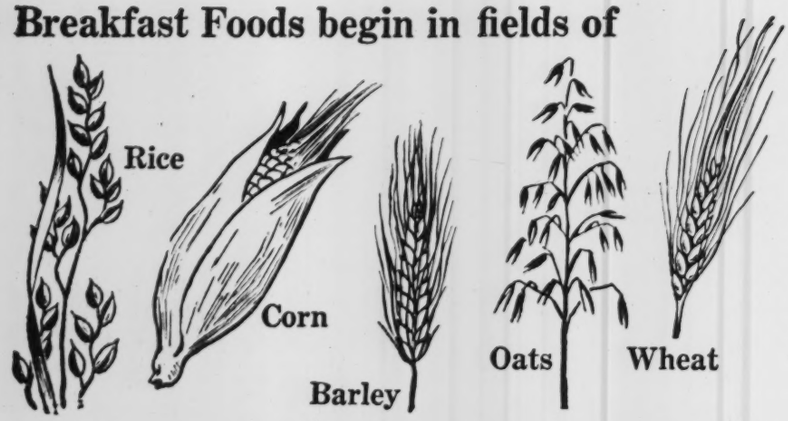
Each of us can help revive the spirit which built our country by keeping these Four Great Faiths and by proclaiming them to the world — not always in words, but surely always in deeds.

Write today for a copy of the article, "Our Four Great Faiths", and for reprints of this advertisement. Mail request to: J. B. Shores, Director, Employe-Public Relations, Texas and Pacific Railway, Dallas, Texas. No charge, of course.

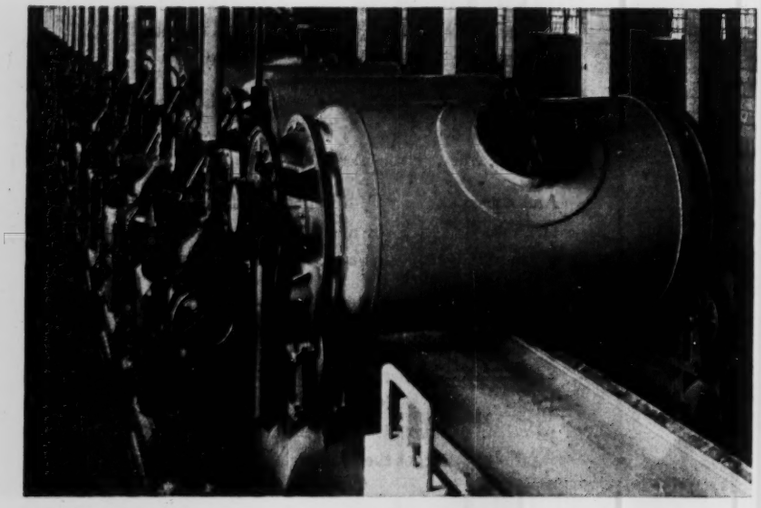
GO T&P **TEXAS AND PACIFIC RAILWAY**

How Cereal Is Made - -

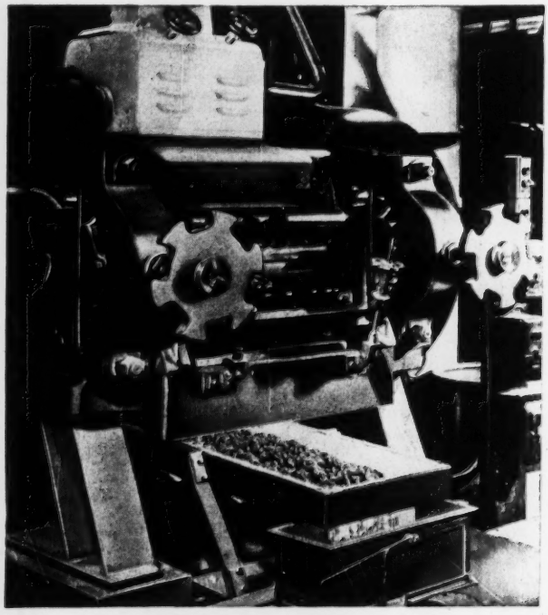
Breakfast Foods begin in fields of



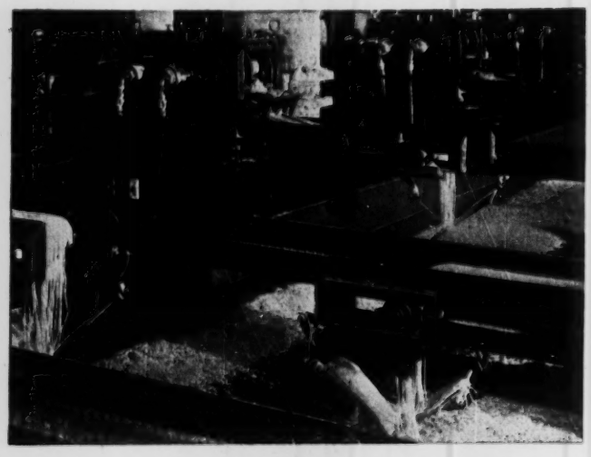
ALL grains are thoroughly cleaned and washed. The making of wheat cereals begins at one of the many mills in a cereal factory. The mill removes the outer covering from the wheat kernels.



AFTER the hard outer shell and germ of the corn are removed, the corn is cooked and flavored. Each pressure cooker cooks and flavors 1,800 pounds of corn or hominy grits every two hours.



WHEN the corn grits leave the pressure cooker, they are dried and then sent to the flaking mill. There, heavy steel rolls press the corn grits into flakes.

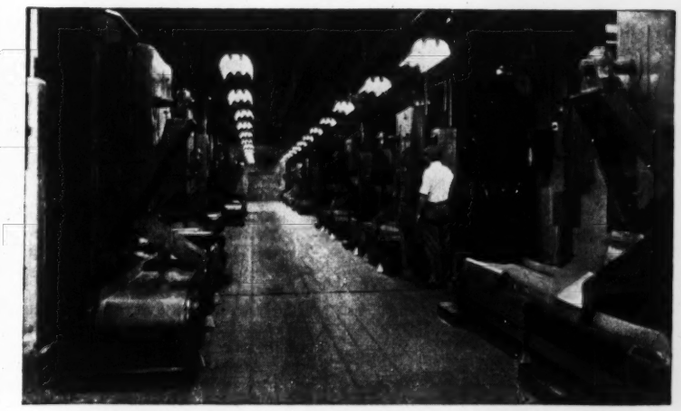


SOME kinds of cereals are made in strings. This is wheat which has been rolled, mixed with malt flavoring syrup, sugar, and salt, and cooked. Then the mixture is ground and passed between grooved rolls to form ribbonlike shreds.

SEPTEMBER IS BETTER

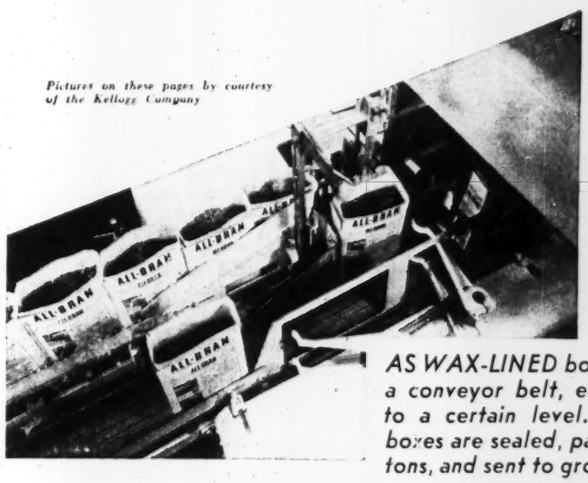
from Grain to Box

The Story Behind Things We See Every Day



FLAKES and shreds are now toasted a crisp golden brown. This process takes less than two minutes since the ovens are heated to nearly 500 degrees.

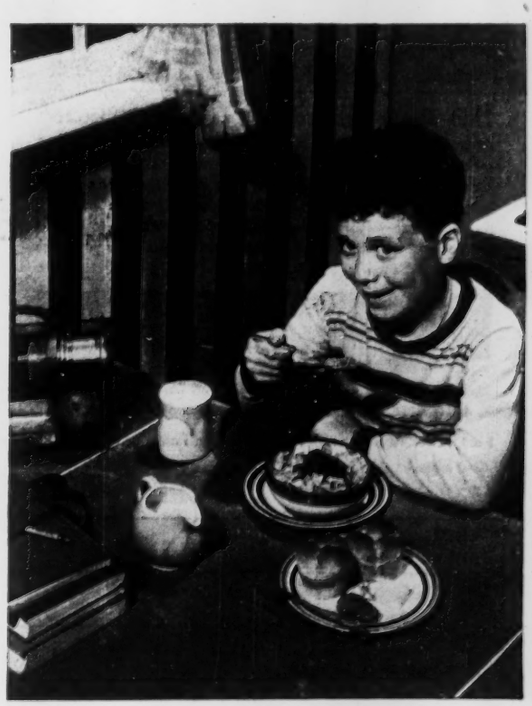
Pictures on these pages by courtesy of the Kellogg Company



AS WAX-LINED boxes move on a conveyor belt, each is filled to a certain level. Then the boxes are sealed, packed in cartons, and sent to grocery stores.

NO MACHINE has ever been invented that can distinguish tastes or visible changes in the toasted flakes. Each tester is experienced in checking quality to see that all machinery is working properly. Company chemists are constantly making tests, too.

A GOOD breakfast might include cereal, prunes, rolls, butter, jelly, and plenty of milk. Here some girls and boys are having a breakfast party in their classroom. Wouldn't you like to have one too?



BREAKFAST MONTH

What Does B B Mean?

(*Continued from page 37*)

It was late afternoon when Peter and Jack got home. They were dirty, tired, and hungry! "How many blackberries did you get?" asked Betty eagerly.

"We couldn't find any good patches," said Peter, "and we had to roam around. I guess I have about a quart."

"I had more than he did," sighed Jack, "but I tripped over a log and spilled a few. Of course we ate some too. Say! When do we eat? I smell something awfully good! What is it?"

"It's a surprise!" replied Mother. "Get washed, and then after our clam chowder you may have some for dessert."

"Oh, boy!" exclaimed the boys, as Betty brought in the pie with juice oozing through the prickle holes.

"What does *B B* mean?" asked Jack.

"It can't be Black Berries," said Peter, "because Mother used the last canned ones long ago."

"And Blue Berries aren't ripe yet," said Jack. "We give up. You'd better tell us, Mother."

"Well," laughed their mother, as she cut into the juicy pie, "*B B* means
Beautiful Berries picked by
Betty Bay for her
Bonnie Brothers."

STIMULATE GOOD GROOMING HABITS *with the*

Ivory Inspection Patrol

Come On, Everybody's Joining
The IVORY INSPECTION PATROL
Check Points
FACE, NECK AND EARS CLEAN?
HANDS AND FINGERNAILS CLEAN?
HAIR COMBED?
TEETH BRUSHED?
CLOTHES NEAT AND STRAIGHT?
CLOTHES BUTTONED AND FASTENED?
SHOES LACED AND TIED?
FOR GOOD TIPS TO HELP YOUR SCORE
. . . TURN THIS CARD AND READ SOME MORE

This Gayly Colored Wall Chart . . . 20" x 26"

for posting in your classroom shows the day-by-day cleanliness and grooming record of each child for a 4-weeks' period. 4 kinds of stickers are provided — stickers in the form of miniature cakes of Ivory Soap for perfect scores; yellow stickers to indicate "caution"; red stickers to indicate "Stop!"; Merit Badge stickers to show a good week's record. Space for 40 names is provided. If your class is larger, ask for free additional charts.

Individual Inspection Patrol Sheets —

colorfully printed on both sides — link school and home. Sheets record the individual child's score. Through them your efforts to foster good cleanliness habits in the schoolroom are checked on — and supplemented — by the parents. Most parents cooperate wholeheartedly when they are kept informed of the child's progress in cleanliness habits.

THIS COUPON WILL BRING YOU FREE PATROL MATERIAL

PROCTER & GAMBLE, Education Dept. X, P. O. Box 599—Cincinnati 1, Ohio

I am interested in the new Ivory Inspection Patrol program. Please send me sufficient material for_____students.

TEACHER'S NAME

NAME OF SCHOOL

CITY OR TOWN STATE

This offer good only in United States, its possessions.

This Free "Cleanliness Game" Makes Daily Inspections Fun!

In thousands of schools from coast to coast, teachers have been successfully using The Ivory Inspection Patrol to stimulate student interest in cleanliness and good grooming habits. Enthusiasm for this popular program has increased year after year.

When classes are divided into patrols and the game gets under way, the interest in daily cleanliness and good grooming perks up surprisingly. Pupils have a real incentive to improve and parents cooperate by helping their children win better scores.

Order the Ivory Inspection Patrol material for your classes with the coupon at left.

Those Next-Door Neighbors

(*Continued from page 41*)

At the fair Mrs. Holstein was taken down from the dairy truck. She was led into a great long barn filled with cows of every color. There were Brown Swiss cows, Guernsey cows, Ayrshire cows, and Jersey cows. The building was full of lowing, and mooing, and cow smells.

Mrs. Holstein was put into a stall and given hay to eat.

"Good afternoon," said a voice beside her. Mrs. Holstein turned to see her neighbor, Mrs. Ayrshire, in the stall next to hers.

"Indeed," Mrs. Holstein thought, as she looked down her nose. "I wish Farmer James could have found a better stall for me." Mrs. Holstein did not speak to Mrs. Ayrshire at all. She stamped her feet, and chewed at her cud. She wondered who would be put into the stall on the other side of her. And then she stopped wondering. A small, sleek, golden-brown Jersey cow was being led into the stall. The Jersey cow was from the farm next door.

"How do you do?" Mrs. Jersey mooed pleasantly, but Mrs. Holstein only sniffed and looked straight ahead. For a whole day she spoke to neither of her neighbors. She felt quite out of things when the other cows told stories and laughed and giggled together.

The following morning, a man came around with a tray of blue and red and pink ribbons. Other men came with him. At Mrs. Ayrshire's stall they stopped and felt of her legs. They looked at the breadth of her back, and the length of her nose. They measured her bag. They looked at her milk record, and they smiled.

"A good dual-purpose type," they said. "She gives a good quantity of both milk and cream."

"A first-prize Ayrshire if ever I saw one," the judge said, and he tied a blue ribbon to Mrs. Ayrshire's halter.

Mrs. Holstein sniffed. "What! That cow, getting a blue ribbon!"

Then the judges moved around to the stall on the opposite side, where Mrs. Jersey stood. Again they measured the cow. They looked at her coat, they spoke of the size of her bag, and looked at her milk and cream record. "A fine cream-production record," the judges said, and they pinned a blue ribbon to Mrs. Jersey's halter.

Mrs. Holstein was very worried. Had the judges forgotten her?

And then they came into her stall. They measured Mrs. Holstein. They looked at her head and at her bag. They looked at her milk-production record, and they nodded their heads. "A fine milk-production record," they said, "a fine Holstein." And then they pinned a blue ribbon to Mrs. Holstein's halter.

"Congratulations," Mrs. Ayrshire mooed to Mrs. Holstein.

"Congratulations," Mrs. Jersey said.

Mrs. Holstein gave her congratulations too. "We're all blue-ribbon winners, and neighbors too," she said, suddenly friendly. "Of course, my ancestors came from Holstein and Friesland, but I must say you ladies have done a good job of providing milk and cream."

"My ancestors came from the island of Jersey, off the north coast of France," Mrs. Jersey interrupted, "many—many years ago—"

"And mine came from the County of Ayr in southwestern Scotland," Mrs. Ayrshire said, "many—many years ago."

"Well," Mrs. Holstein said. "What do you know—" Then she thought

(*Continued on page 91*)

Girls and Boys Section

GOING FISHING

Ruth Hathaway

Each player must first cut out ten paper fish about 2½" long. Then give each person a soda straw and put a large bowl in the center of the table. Taking turns, each person sucks through his straw to try to put a fish into the bowl. If he drops the fish, he loses that turn. The first to get all his fish in the bowl is the winner.

B'S CAN STING

Gladys Borden

This is a word game. The leader says, "I like honey, but I don't like bees." Each player in turn must "like" something without a B in it and "dislike" something with a B in it. For example, "I like chairs, but I don't like tables." Any objects may be named as long as they observe the B rule.

LET'S GO

Elizabeth Mewhinney

Where did these people travel?

1. Jack and Jill
2. Bobby Shaftoe
3. Little Boy Blue
4. Old Mother Hubbard
5. Mary's Little Lamb
6. The Little Crooked Man
7. Mouse in Hickory, Dickory, Dock
8. Little Red Ridinghood
9. Simple Simon
10. Pussy Cat, Pussy Cat

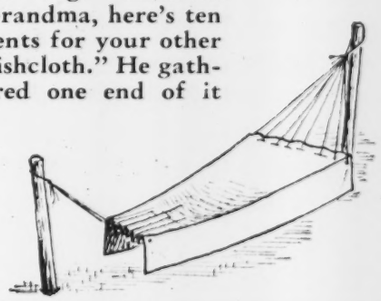
JANET'S GIFT

Ruth Everding Libbey

"I have only ten cents for Janet's birthday present," Billy told his grandma. "Everything I want to get costs a lot more. I'd like to get a little bed for her littlest doll. Say, how much did that pretty dishcloth cost?"

"Why, ten cents," said Grandma, swishing it in the soapy suds. "I got two of them yesterday. But you aren't going to give Janet a dishcloth, are you?"

"No, but I'm thinking of what I could make out of one," laughed Billy. "I could make a super hammock for her doll. Those bright strings look just like our big hammock. Grandma, here's ten cents for your other dishcloth." He gathered one end of it



with string. He wove wire in and out at the other end to make it wider than the gathered end. He left an edge to hang down on each side. He tied red strings fan-shaped at each end and then tied the ends in a big knot. The hammock was done.

When Janet unwrapped Billy's gift she said, "Oh Billy, come and help me put it up. I want to rock my littlest doll to sleep."

PINS FROM RICE

Harry J. Miller

From odd scraps of plywood or orange crates, cut a piece of wood ½" x 2". Stain it with walnut stain or paint it with enamel.

When it is dry, form your name with rice kernels on the piece of wood, cementing each kernel firmly in place with airplane glue. When it is dry, give the name a coating of clear shellac or clear fingernail polish, and cement a tiny safety pin to the back of the wood.

You might like to make a pin for each of your friends.

GUESS THESE WORKERS

Lois Snelling

The - - - - - - - brings us quarts of milk,
The - - - - - gives us bread;
The - - - - - - makes long, shaggy hair
Look neat and trim instead.
The kind - - - - - - - - - leads us safe
Across the busy street.
The - - - - - - - brings the mail each day,
The - - - - - - - gives us meat.
The - - - - - - - helps us have good teeth,
The - - - - - - - helps us learn;
The - - - - - - - kindly saves our house
When it's about to burn.
It seems that there's a useful job
For everyone to do.
All work together, and that's how
I like to work—don't you?

Sam and Sue Travel with Uncle Dick

I'M GLAD WE CAME TO OTTAWA. CAN WE SEE EVERYTHING IN THE HOUSES OF PARLIAMENT?
MOST OF THE IMPORTANT ROOMS. ABOVE THIS ENTRANCE IS THE PEACE TOWER, WITH 53 BELLS, A MEMORIAL TO THE WORLD WAR I SOLDIERS.
WHY, THIS ROOM LOOKS LIKE A CHURCH.
AREN'T THE WINDOWS PRETTY WITH THEIR PURPLE, RED, AND YELLOW COLORS!
WELL, IT IS A SORT OF ONE. IT'S MEMORIAL CHAMBER IN THE PEACE TOWER.
THEY HAVE TWO HOUSES IN THEIR GOVERNMENT, DON'T THEY?
YES, THIS IS WHERE THE HOUSE OF COMMONS MEETS. THE SENATE HAS ANOTHER CHAMBER.
THE LIBRARY LOOKS LIKE AN UPSIDE DOWN ICE-CREAM CONE FROM UP HERE.
THE PARLIAMENT BUILDINGS COVER THE WHOLE HILL.
CANADA IS A BIG COUNTRY, ALL THOSE BUILDINGS AND MANY PEOPLE ARE NEEDED TO GOVERN IT PROPERLY.

The Riddle Box

What makes the ocean salty?

What kind of dress do you have but never wear?

Why is a river lazy?

Why are a rooster's feathers always smooth and tidy?

What is the definition of "ring"?

Why is a horse like an ice-cream cone?

CLIMB THE BEANSTALK

Boris Randolph

See if, like Jack, you can climb the beanstalk below. The letters reading upward spell "beanstalk." Just start at the bottom and complete each word according to the meaning on the left.

Our president	- K -
No longer young	- L -
Rather stout	- A -
Chewed up	- T -
Put to work	- S -
Writing material	- N -
To carry things in	- A -
Sleeping place	- E -
A famous presid...t	- B -

PECAN BOATS

Henry Josephs

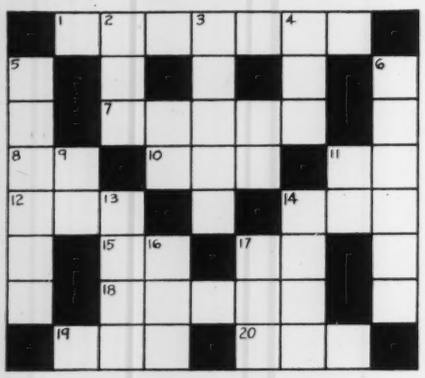
Tiny sailboats are easy to make from pecan shells, toothpicks, white paper, thread, and quick-drying household cement. Select well-shaped pecans and saw them in half lengthwise with a small hand saw or coping saw, making two ship hulls from each pecan. Remove the nut meats. Cut masts, spars, and booms from toothpicks, the number and kinds depending upon the type of rigging you want. Glue these parts firmly in place.

Cut paper sails a bit large so as to give the sails the effect of being filled with the wind. Fasten the corners of the sails with the cement. Glue on white thread for the rigging. You can find pictures of sailing vessels in your school encyclopedias.

Your ships will float in a pan of water. Blow toward the sails and the boats will sail across the "sea."

CROSSWORD PUZZLE

Karen E. Heuwinkel



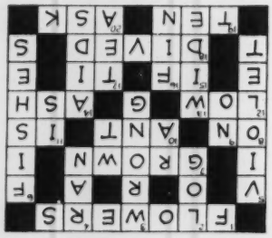
ACROSS

1. They grow in a garden.
7. Part of the verb grow
8. Upon
10. Industrious insect
11. There (is, are) a fish in the bowl.
12. Opposite of high
14. Kind of tree
15. A conjunction
17. Seventh note in musical scale
18. He - - - - - into the water.
19. One half of twenty
20. To request something

DOWN

2. The trunk of a tree when it is cut down
3. Not right
4. The past of run
5. A spring flower
6. Plural of fish as used in the Bible
9. Opposite of yes
11. Part of the verb to be
13. Opposite of narrow
14. Helps
16. To help a fish swim
17. Something that grownups drink

ANSWERS TO QUIZZES



Let's Go—
1. Up the hill
2. To sea
3. Under the haystack
4. To the cupboard
5. To school
6. A crooked mile
7. Up the clock
8. To Grandmother's
9. To the fair
10. To London

Guess These Workers—
milkman, baker, barber, policeman, postman, butcher, dentist, teacher, fireman

Climb the Beanstalk—
Ike, old, fat, ate, use, ink, bag, bed, Abe

The Riddle Box—
salt, address, it's always in a bed, he always has a comb, a hole with a rim around it, the more you lick it the faster it goes

Crossword Puzzle—

Notes from Aunt Grace

Dear Girls and Boys,

What a wonderful summer we had! The most important event of the whole season was Agnes and Lucifer's wedding, of course.

The wedding ceremony was very successful except when Tabby, one of the bridesmaids, stepped on Agnes' veil. Agnes quietly stopped and waited until I straightened it for her. Lucifer, the bridegroom, looked really handsome, too, with a white ribbon around his neck.

We received some wonderful letters this summer, too. I am including two of them with my own. We've also made a scrapbook of the picture cards the postman delivered during the summer.

Affectionately,

Aunt Grace

Dear Aunt Grace,

I am eight years old. I am in the third grade. I go to the Hooker grade school. I hope that I have put in everything you wanted to know. I hope Agnes is having fun with Marshmallow.

Rita Lynn Wadley, *Oklahoma*

Thank you for the nice letter, Rita Lynn. Yes, Marshmallow and Agnes are getting along fine. (Rita Lynn also thanked us for the book prize she received for naming Marshmallow, our bunny.)

Dear Aunt Grace,

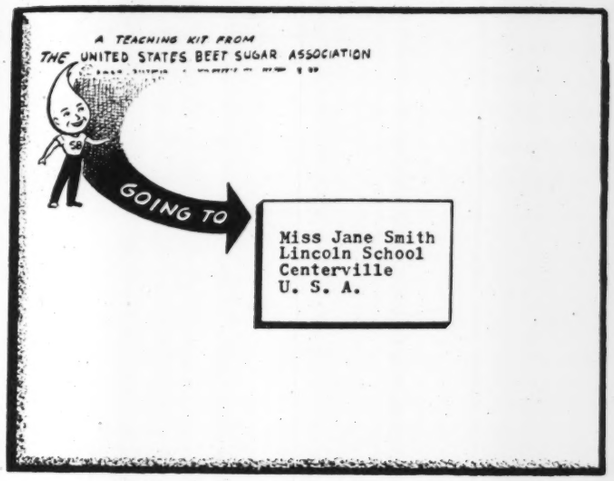
I am writing to get Agnes' footprint. My twin sister, Carol, wrote you and gave you names for a rabbit now called Marshmallow. We have five baby kittens and I am going to name one of them Agnes.

Karen Lee Ferguson, *Kansas*

We are sending you Agnes' footprint, Karen. Agnes was very pleased to hear that she has a new namesake. We are all interested in how the little "Agnes" is.

Be sure to say "hello" to your sister Carol for us, too.

We welcome, but cannot acknowledge, contributions for this department. Two dollars or more is paid for each item used except riddles and jokes, for which one dollar each is paid. Manuscripts (except seasonal) not heard from in six months should be considered rejected. Those with stamped envelopes will be returned. Address: Girls and Boys, *The Instructor*, Dansville, N.Y.



Last Year More Than

25,000

Teachers Found This New Free Teaching Kit on---

Beet Sugar

A Worthwhile Social-Studies Activity

Teachers from every state in the Union are using this Packet especially designed for Elementary Classes

EACH KIT INCLUDES

TEACHER'S MANUAL—Background material plus a working outline for the unit--helps for developing each section with classroom tested activities--program suggestions--games for a party--four interesting songs.

A SET OF PUPIL FOLDERS—One for each pupil--four pages of activities and questions, each based on a section of the unit--a summary folder designed to give the class an over-all view of what they have learned.

4 LARGE CHARTS IN FULL COLOR—Each chart tells its own story in logical, easy arrangement--full, easy to understand captions--beautiful color.

12 PLATES OF ACTUAL PHOTOGRAPHS—Scenes from farm and factory--pictures tracing the beet from seed to bag.

AN ORDER CARD—For keeping your kit ready for use.

THE STORY OF BEET SUGAR IS AN IDEAL TOPIC FOR A STUDY OF A BASIC AMERICAN COMMODITY

SUGAR BEETS ENRICH THE SOIL—FOSTER A BETTER SYSTEM OF AGRICULTURE—ASSURE OUR COUNTRY'S SUPPLY OF SUGAR—PROVIDE A DECENTRALIZED INDUSTRY . . . . THE STORY OF BEET SUGAR IS THE STORY OF AMERICA AT WORK.

FREE

THE UNITED STATES BEET SUGAR ASSOCIATION
TOWER BUILDING • WASHINGTON 5, D. C.

Name _____

Address _____

City _____ State _____

WITHOUT CHARGE! . . . a class project your pupils will join !

Betsy Ross showing the first U.S. Flag

Series of 48 Joseph Boggs Beale Historical Prints

Here's one class project for which you needn't send home notes or raise money. Just get the class members to collect OUTER WRAPPERS of Fleer Dubble Bubble Gum. Without charge, you can obtain:

FOR 150 OUTER WRAPPERS

A beautiful set of 48 fine reproductions of the celebrated Beale American history paintings, suitable for framing.

FRANK H. FLEER CORP.
Dept. A18
Philadelphia 41, Pa.

CHECK ONLY ONE

☐ I enclose 150 outer wrappers from Dubble Bubble Gum for a set of 48 Beale Historical Prints.

☐ Please send more information about the Beale Historical Prints.

Teacher's Name_____

School_____

Address_____

City_____ State_____

FREE EDUCATIONAL SOUND FILM

Sound film in full color, 16 mm., available for classroom showing titled: "FUN FOR A PENNY". A 20 min. trip through the Fleer plant in Philadelphia—actually shows how gum is made. Write now for reservations.

Dept. A18.

Teaching in the Country

That First Year

ELLEN J. KLEINSASSER

Teacher, Beadle County, South Dakota

MY FIRST day of teaching was what might be called a "nightmare by day." The worries of the nation's president were nothing as compared to the burdens and responsibilities which were presumably to be my lot for nine months.

Suddenly I realized how pleasant my life up to that time had been. For eighteen years I had been able to sleep, eat, study, and pursue various other occupations in comparative peace and quiet. Now someone had taken advantage of my innocence and let nine small creatures destroy all possibility of my ever again living a normal life. Such was my first reaction to the inevitable experience common to all the teaching profession—the first year.

Gradually, the mist of my early confusion cleared away and I was able to peer more closely at my charges. I found that these nine beings could be classified as normal humans ranging in age from six to thirteen years. But the thought of covering all the work of the six different grades in which they belonged threw my mind into a state of confusion.

Time passed. Before long I was able to look at my lesson-plan book without feeling the shivers tickle down my spine. Even the jumbled squares in the record book finally began to fill in rather sensibly. None of my charges had any noticeable desire to bite or strangle me, and, as weeks went by, I actually began to *like* the little scamps.

For some weeks, a big box of books accompanied me home every night. After a while I was able to discard the box and carry the books in my arms. I seldom could feel free enough to go home without any books, yet eventually I didn't need to do quite so much homework. Imagine my amazement when I discovered that I was returning to normal life once more!

There were unpleasant days, of course, even after routine was established. The very worst was the day when one boy "blew his top." The touchy point that particular day was that he threw some sarcasm my way. I kept him after school and he gave me all he had—which was plenty. Fortunately, my internal quaking didn't come to the surface. Presently I dismissed him and I went home resolving "never to take that school another year."

Well, there are reasons for all things. I learned that the boy was upset because his mother was in the hospital undergoing an operation. It would have been a terrible mistake to have been hard on a child under such conditions. As it happened, he returned the next day and all the rest, without ever going through such antics again. Perhaps the little volcano just had to erupt and that was as good a time as any. I don't know. I only know that I'm wiser for the experience.

Naturally each of these children had his or her own particular traits. Take Gay, for example. My first evaluation of Gay was accompanied by fear. Here she was, only six years younger than I, no doubt ready to lay open before the world any faults she could find in me. She could have handled the situation those first few weeks as capably as I. After all, she had had seven years in a rural school and I had not had a day. But Gay's capabilities were turned toward helping me and that proved to be a great blessing. Many times she gave me valuable help. She was a star pupil, graduating as one of the honor pupils of the county.

Bobby, the youngest in school, puzzled me. He couldn't sit still,

HERE is a bit of handwork that children of all ages can enjoy doing. For each pansy, a child selects two appropriate shades of construction paper. Using a pattern of his own making, he cuts two petals of one shade and three of another. Stems and leaves are cut from various shades of green. The petals are assembled and attached to the stem with a brass paper fastener. Pansies of various colors may be mounted on a sky-blue sheet of construction paper and finished with a strip of green "grass." Pansies are attached to the background by means of the paper fasteners only. Children will find many uses for flowers having a three-dimensional effect created by loose petals. **Ora Lee Stauffer**

Pansies

These Films are **FREE**

The Beautiful **CAVERNS of LURAY**

16 MM Films . . in Full Color

Available to schools on a free-loan basis, 16MM sound motion pictures and 35MM slides. Educational, interesting, beautiful. Order early, write today for free film booklet.

LURAY CAVERNS
LURAY, VIRGINIA

RUN A SPARE-TIME CARD & GIFT SHOP AT HOME

If you want to earn extra money for yourself, your church, your organization, here is an easy and friendly way to do it in your spare time.

NO EXPERIENCE NEEDED

We will send samples of our new 1953 Christmas greeting cards and gifts. Show them to friends and neighbors—take their orders—and earn up to 100% profit for yourself.

IT COSTS NOTHING TO START

Send us your name and address. We will rush a full set of actual samples on approval with details on how to get started.

REGAL GREETING CARD CO.
DEPT. IN-9, FERNDALE, MICHIGAN

BE A WINNER in your classroom

Add new life and lively interest to your teaching with these popular P & I Folios.

Exciting, easy-to-do classroom proven handcraft ideas for all ages.

No. 1 Folio—Elementary Art helps

No. 2 Folio—Advanced Art helps

Only $1.50 each. Send Today!

Free! "Ideas Galore!" Index of Projects

Dept. I-46

a THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

FREE CURRICULUM MATERIALS

The live curriculum materials you need to supplement and vitalize textbook teaching are listed, classified, and indexed in the

New 1953 Elementary Teachers Guide To Free Curriculum Materials

Authoritative, comprehensive and easy-to-use. Available for $4.50 on 30 day approval.

Educators Progress Service, Dept. In., Randolph 9, Wis.

EARN A DEGREE

Learn at Home Music is important . . . to you and your pupils! It establishes firmer leadership and builds group feeling. At home . . . in spare time . . . learn new, improved methods to teach YOUR class. See how easily you lead them . . . as they enthuse over musical routines. Create new interest in the classroom. This is the ONLY Home Study School with courses leading to the **BACHELOR OF MUSIC** degree. Check course you are interested in and mail coupon for illustrated lesson and booklet. No obligation.

UNIVERSITY EXTENSION CONSERVATORY
Dept. E-466, 2000 So. Michigan, Chicago 16, Ill.

☐ Pub. School Mus. (Beginner's)
☐ Pub. School Mus. (Supervisor's)
☐ Piano, Teacher's Normal Course
☐ Piano, Student's Course
☐ Ear Training & Sight Singing
☐ Hist. & Anal. of Mus.
☐ Adv. Composition
☐ Dble. Counterpoint
☐ Harmony ☐ Dance Arranging
☐ Violin ☐ Guitar ☐ Mandolin ☐ Clarinet ☐ Sax ☐ Cornet-Trumpet ☐ Prof. Cornet-Tpt. ☐ Choral Conducting ☐ Voice

Name_____

Street_____

City_____ State_____

Music experience_____

Send for this interesting 12 page SANI-FLUSH booklet cleverly illustrated and printed in 2 colors . . . mailed FREE to teachers in quantities for class room use.

The story of the Little White Knight and the Enemy Germ in "The Science of Bathroom Sanitation and Septic Tank Action" will be of educational interest to your pupils and their parents.

Please use coupon

Hygienic Products Co., Dept. A-36, Canton 2, Ohio

Please send me_____copies (specify number wanted) of your free Bathroom Booklet.

Name_____

Address_____

_____

Print name and address plainly.

ruined his crayons, and chewed his pencils. Yet he was always friendly and obedient. Above all, numbers and letters were, and remained, foreign to him. Finally I discovered that Bobby wrote his name *ybbob*. The number *ten* he wrote *01*. No wonder he couldn't learn! Where could I find a reading specialist to advise me?

Full of pep and ideas, fourth-grade Paul sometimes needed to be scolded. After such an occasion he would sit down quietly, and the next time I looked, there was a big smile for me. Of course, I had to smile back. Then Paul would give a sigh of satisfaction, get to work, and we both felt better.

One of the struggles of the year was a boy who wouldn't work. The only thing that James accomplished was a minimum of wear and tear on school supplies. He seldom even opened a book of his own accord. "What will his next teacher do?" I wondered.

The fight against the cold in winter was constant and tiring. For months we struggled to keep out the cold and, when that eased up, the winds almost blew our little building across the prairies. And when the snow melted, oh, the mud!

With spring came the Great Event of the year—the grade-school track meet. How eagerly were the joys of that day anticipated! Spelling contests, achievement tests, YCL Convention, and so many other activities followed that a week of plain, uninterrupted schoolwork would have been a relief.

Finally the last day came. Eager as I had been to see it come, I was reluctant to see it pass. In spite of struggles, moments of panic, and hours of doubt, I wasn't eager to see my pupils troop away that last day. I remembered more of the smiles than the frowns, more good days than bad. It's queer how the less desirable qualities seem to diminish after you learn to know—and love—people! I knew then that I didn't want anyone else to have the school next year; I wanted it myself!

I wouldn't want to go over the first year again, but the experiences are mine now, and I wouldn't trade them for enough education to give me half a dozen degrees. It seems to me that no one is truly qualified to teach until that first year is behind him. No amount of study or supervised practice can ever be equal to that.

Are You a Grasshopper?

Grasshoppers, grasshoppers,
Out in the hay,
Like to be hopping
And jumping all day.

But they never take turns
As they play in the mow.
They do not know how!
They do not know how!

Sensible children
All say to their mothers,
"It's fun to take turns
When you play with the others!"

Josephine van Dolzen Pease

"Happy Dollars"

for thousands of teachers

"Happy Dollars" to Arizona
Mrs. Elizabeth T. Allen, Mammoth
"I can't exaggerate the gratitude I feel toward your company, which for a comparatively small premium sends benefits starting with the first day of illness. Your check literally flew to me."

"Happy Dollars" to New York
Miss Mary M. Bevier, Ithaca
"Now that I have needed the assistance of the insurance, I appreciated the arrival of check by air mail."

"Happy Dollars" to Massachusetts
Miss Alice Carbonneau, Southwick
"T.C.U. is more than generous. I filed a claim for surgeon's fee, no confinement, but received a check including an amount for the short time I was confined, too."

"Happy Dollars" to Kansas
Miss Ethelyn L. Flagg, Hutchinson
"Thank you so much for your prompt settlement of my claim for a broken hip."

"Happy Dollars" to Tennessee
Miss Susie Bell Tyus, Memphis
"I sincerely appreciate the promptness with which you handled my claim, the check which was larger than I anticipated, and the courtesy which prompted you to rush the check by air mail."

"Happy Dollars" to Wyoming
Mrs. Christine Cassill, Lysite
"I am so grateful because I am a member of such a worthwhile organization."

How fast they fly to you from T.C.U. when you are disabled by sickness, accident or quarantine

For more than 50 years teachers in every state and in Canada have found T.C.U. a true friend in time of need. Three generations of teachers know from personal experience what we mean when we say "Happy Dollars." You see, T.C.U. provides 10-Way Protection exclusively for teachers at a cost of less than a nickel a day.

The coupon below is our Only "Agent"

That means when you mail us the coupon, we simply send you the facts and let you decide. You will never be bothered with any phone calls or personal solicitations.

Figure it out for yourself and you will agree that T.C.U. *must* have more to offer you in protection, in fairness of settlement of claims and in speed of getting those "Happy Dollars" to you in time of need.

No wonder so many teachers say the safest and best place for any teacher to be is "under the T.C.U. Umbrella."

Less Than a Nickel a Day Keeps You in this "Happy Dollar" Picture!

Think of it! While your dollars are buying less of most things, your T.C.U. Policy is giving more protection for your money than ever before. And these "Happy Dollars" reach T.C.U. policyholders *quicker* than ever—because every claim check is sent by today's faster air mail.

For your own peace of mind, for the protection of your hard earned savings, you ought today to make sure that you, too, will have "Happy Dollars" coming your way in time of need. The coupon brings you all the facts quickly and without any obligation.

Why not join the "Happy Dollars" group of Teachers under the T.C.U. Umbrella? Mail the coupon today.

TEACHERS CASUALTY UNDERWRITERS
115 T.C.U. Building **Lincoln 8, Nebraska**

TCU FOUNDED 1899

T.C.U. advertising has appeared in The Instructor every year for the past 40 years.

FREE INFORMATION COUPON

To The T.C.U., 115 T.C.U. Bldg.
Lincoln 8, Nebraska

Without any obligation, please mail me complete information about "Happy Dollars" from T.C.U. 10-Way Protection.

Name.....

Address.....

.....

NO AGENT WILL CALL

CHILDREN LOVE THIS NEW EASY WAY TO Music

Here's an easier, better, happier way to teach Music to grade students—a method scientifically developed and tested for years in classrooms throughout America. Teaches rhythm, sight reading, pitch perception, solfeggio through "Beat Response."

Get EASY Teaching Information Folder FREE!

Create New Interest in Your Grade School Music Classes . . . organize and direct Song Flute Classes. The famous "Beat Response Method" will guide you on the *fun route* to success in classroom music. Results will win you the praise and respect of pupils, their parents, and your school officials. Mail this coupon, or a postal . . . get *free* folder NOW.

PAN-AMERICAN *DIVISION OF C. G. CONN LTD., Elkhart, Indiana*

PAN-AMERICAN BAND INSTRUMENTS, Dept. 951, Elkhart, Indiana
Please send my free copy of the EASY Teaching Information Song Flute folder. This places me under no obligation.

Name .....
Address .....
City ..... *Co.* ..... *State* .....
I teach ..... *grade.*

SEND FOR FREE FOLDER

ENJOYABLE LEARNING EXPERIENCE

A suggestion we hope you find interesting and useful

The Louisiana Purchase

Like so many teachers, you probably are interested in helping your class or school celebrate the 150th Anniversary of this great event. Here may be a few useful ideas.

If looking for free map (suitable for framing) and fascinating facts about the Purchase, write to *The Louisiana Purchase Association*, at 609 International Building, New Orleans, La.

This momentous event doubled the then present size of the United States, involving 17 states. So it is endless in interesting themes. And any subject you teach, even arithmetic, can be related and integrated.

Enchanting learning experience is gained through the making of a case history of the Purchase. The library provides ample source material. A quill pen might be used for making facsimiles of letters and documents.

Then, in the light of the accelerated speed in communications, have another file prepared. This, to show how the Purchase might have been negotiated today.

There'd be telegrams, cablegrams, radio messages; memos of transatlantic phone conversations; jet plane tickets; reservations on swift-going ocean liners. It would be interesting to note postage changes. *UN* might play a part. Final record, microfilmed.

For school corridors, giant outline-poster of 17 states with products and industry. Other rooms, cooperating.

YOUNGSTERS naturally love delicious Wrigley's Spearmint Gum. It refreshes. The lively, long-lasting flavor satisfies without crowding tummies. And the pleasant chewing helps keep teeth clean and bright. *Try it.*

Paula Starts a New Year

(Continued from page 42)

in small articles from the truck. She had fallen in love with three-year-old Jimmie.

During the past year she had begged to know all about the ranch and the little one-room school that Paula had attended. That was why Paula's parents had taken her to the ranch with the family that summer for three wonderful weeks.

How excited she had been about it all! She had simply loved the huge rambling ranch house—and the cattle and dogs—and the horses and cowboys! And she hadn't wanted to go home at all! She had cried when she said good-by to Glitter, the little burro that had been born while she was at the ranch, and her eyes had been wet when she gave Handsome his last lump of sugar. But she had been so grateful that now Paula was bewildered by her actions.

And now, the very first day she was home after a separation of more than two months, Diane didn't even want to come over to talk! Paula's usually happy face wore a puzzled expression as she went into the kitchen.

"What's the matter, chicken?" asked Mrs. Jackson, smiling at her daughter. "Isn't Diane home yet?"

"She—just came. She'd been riding her bike somewhere. But—she didn't seem to want to come over."

"That's strange," commented her mother. "Perhaps Diane didn't feel well. Maybe she has been to a picnic and ate something that didn't agree with her. You wait, honey—she'll try to be the first to call tomorrow morning, bright and early."

But although Paula was awake early the next morning, waiting for the familiar call from Diane's room across the driveway, none came, and she dressed and ate her breakfast with a tight feeling.

"You look real sweet, dear," said Mrs. Jackson when Paula was ready to leave. "Goodness! Here you are in the sixth grade and next year Jimmie will be going to kindergarten! Oh!" She gestured to the window. "There's Diane getting out her bike."

Paula kissed her mother and hugged Jimmie and ran out the back door. She got her own wheel and pedaled to the walk where Diane was waiting with a very pretty slender girl in a plaid skirt and white angora sweater.

"Hello, Paula," Diane said and then she turned importantly to her companion. "This is Candice Howard. She's just moved here!"

"Why, why, hello!" Paula said. "That's—that's—just swell! I hope you'll like Dalton."

Candice tossed her curled blond head. "I don't know, really! I've never gone to a school like this before!"

"Oh, you'll like it," Paula cried. "I'd always gone to a little rural school myself until last year, but I just love it here at Dalton. And Miss Sheally—she's the sixth-grade teacher—is pretty. The kids all liked her last year. I'm sure you'll like it."

"I never attended a *rural* school," Candice said and she gave a shrill little laugh. "I've always gone to *private* schools."

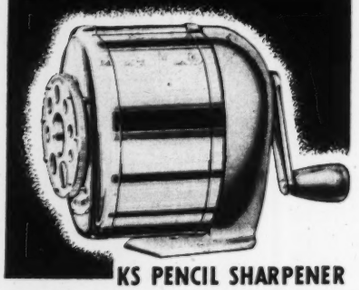
"Oh!" Paula exclaimed, and then grinned. "Well, *I've* never gone to a private school, but I know I like it here at Dalton."

"I suppose *you* would, coming from a little country school," Candice continued. "After all, it would be quite a change for you!"

"But all the kids like our school!" Paula began and then she stopped.

(Continued on page 83)

BOSTON *The BIG name in Pencil Sharpeners*



KS PENCIL SHARPENER

The Boston sharpener, with 30 cutting edges instead of the 24 found on ordinary models, is built in lasting quality of steel and utility. Note the big husky all-metal receptacle and stand as illustrated above.

FREE!

Non-advertising SCHOOL REPORT BOOK on the general subject of pencil sharpener care, selection and use in schools.

BUY BOSTONS . . . SELL BOSTONS
Backed by a Full Year's Guarantee
C. HOWARD HUNT PEN CO.
CAMDEN 1, N.J.

Also Manufacturer of Speedball Pens and Products . . . Hunt Pens.

WRITE FOR CATALOG

BOSTON PENCIL SHARPENERS

RAW GOURDS
FOR
RHYTHM INSTRUMENTS
AND
CLASSROOM PROJECTS
5¢ to 50¢
SEND FOR OUR CIRCULAR
PEARSON'S GOURD FARM
P. O. Box 310
1409 No. Merced Ave.
EL MONTE, CALIFORNIA

America's Best Source of Supplies for Vocational Education and Crafts Classes
Larson Leathercraft

COMPLETE STOCK
Everything from Beginners' Kits of READY CUT projects, to supplies and leathers for advanced hobbyists.
HIGHEST QUALITY
All materials, moderately-priced tooling leathers, calfskin, etc., top quality.
PROMPT SHIPMENT
Our established policy is to ship orders the same day we receive them.
Write today for FREE CATALOG:
J. C. LARSON COMPANY
820 S. Tripp Ave., Dept. 3215, Chicago 24, Ill.

Brand New! Amazingly Different and Smart CHRISTMAS CARDS
Bring You BIG MONEY!
NEW 2-IN-1 MAGIC WINDOWS
Take Easy Orders for new Christmas Cards. Pays up to 100% cash Profit. Big Line. Christmas Cards With Name 50 for $1.50. Sensational New GLO-IN-THE-DARK Ornaments, Personal Stationery, Book Matches; Imprints FREE. Several $1 Boxes on Approval. Start earning extra income now! Write
50 for $1.00
With Name FREE Samples
NORTH STAR, 31 Glenwood, Dept. 29-M, Minneapolis, Minn.

High School Course at Home
Many Finish in 2 Years
Go as rapidly as your time and abilities permit. Equivalent to resident school work—prepares for entrance to college. Standard H. S. texts supplied. Diploma awarded. Credit for H. S. subjects already completed. *Single subjects if desired.* Free Bulletin on request.
American School, Dept. H823, Drexel at 58th, Chicago 37

FREE EDUCATIONAL MATERIAL

New list of helps for teaching menstrual hygiene from the makers of MODESS

For Teachers

1. "Educational Portfolio on Menstrual Hygiene," a valuable guide for group discussions prepared under the supervision of leading doctors and educators. Contains a teaching guide, anatomical chart, a copy of each booklet listed below and cards for ordering additional free material.

For Students

2. For girls 9 to 12 years of age. "Sally and Mary and Kate Wondered," a charming little book that gives pre-adolescent girls a clear and simple introduction to the subject of menstruation.

3. For girls 12 to 18 years of age. "Growing Up and Liking It," a brightly illustrated booklet written especially for teen-age girls. Gives the physical facts of menstruation and offers helpful hints on health, poise and good grooming.

4. For fully matured girls. "It's So Much Easier When You Know," an informative booklet for older girls and women. Includes information about the proper use of tampons for sanitary protection.

For Adult Education

5. "How Shall I Tell My Daughter?" a wise, thoughtful book for mothers of pre-teen daughters. Offers suggestions on what and how to tell younger girls about menstruation.

You may order as many copies of these booklets as you wish . . . absolutely free! Write Anne Shelby, Educational Director, Personal Products Corp., Box 5364-9, Milltown, N. J., or mail coupon below.

Miss Anne Shelby, Educational Director,
Personal Products Corporation
Box 5364-9, Milltown, N. J.

Please send me the following material *free* of charge:

—**One "Educational Portfolio on Menstrual Hygiene"**
(for teachers only)
—**booklets "Sally and Mary and Kate Wondered"**
(for girls 9 to 12 years)
—**booklets "Growing Up and Liking It"**
(for girls 12 to 18 years)
—**booklets "It's So Much Easier When You Know"**
(for fully matured girls)
—**booklets "How Shall I Tell My Daughter?"**
(for mothers of pre-teen girls)

Name_____
(Please print)

Street_____

City_____ **P. O.**____ **State**_____
(Offer good only in U.S.A.)

Sifo EDUCATIONAL TOYS

from the land of HIAWATHA

Long ago in the land of Hiawatha – the great teacher – Indian children were taught to tell time of day and months of the year from the sun and nature. Today, to learn this vital information, educators highly recommend Sifo's TIMMY TIME and SAMMY SUN for use right in the classroom. These gay, wood inlaid puzzles teach children from 3 to 8 to tell time, count, learn colors and learn days, months and seasons of the year **without individual adult supervision.** Each piece is so designed that the puzzle will not fit together unless in proper sequence so incorrect associations cannot be formed.

Sifo Educational Toys from Minnesota, Hiawatha's homeland, are well known in the educational toy field for durable construction, quality Minnesota hardwood, and bright lead free, non-toxic paints. All Sifo products carry the recommended seal of approval of both Parents and Good Housekeeping magazines.

COMMENDED PARENTS

Guaranteed by Good Housekeeping

for free illustrated catalog write

Sifo Company

DEPT. 1-9 - 353 ROSABEL ST., ST. PAUL, MINN.

Speech and Debate

INSTRUCTORS

NOW AVAILABLE . . .

A comprehensive debate manual on

AMERICAN HOME OWNERSHIP VS. PUBLIC HOUSING

Analyzes and presents factual detail on . .

- **The History of Public Housing . .**
- **Its Political Aspects . . .**
- **Its True Relationship to Slum Clearance . . .**
- **Actual Cost Comparisons of Public Housing with Private Rental Units**

This manual presents the case of private enterprise building on this public issue. Especially helpful if a public housing argument is going on in your city. Documented. For free copies, send this advertisement to the Home Builders Association in your community, or directly to:

NATIONAL ASSOCIATION OF HOME BUILDERS
1028 Connecticut Avenue, N. W. Washington, D. C.

Trumpet

(Continued from page 45)

That day the sheep grew no wool. The cows gave no milk. The hens laid no eggs. The bees made no honey. The horse did not pull the wagon. The pigs did not eat and grow fat. And the whole thing was most upsetting!

"It's all because of that dog and his silly bark," complained Harry, the hired man.

Trumpet curled his tail between his legs, and crawled into his doghouse in disgrace.

"I shall never bark again," he declared, "unless I have something to bark about."

After that everything was fine on Farmer Friendly's farm.

The sheep grew wool once more. The cows gave milk. The hens laid eggs. The bees made honey. The horse pulled the wagon. And the pigs ate and grew fat.

Part 2

"Everyone works on this farm," said Harry, the hired man. "Everyone but Trumpet!"

"I'd like to help too," thought the puppy. "But what can I do?"

Then one day Trumpet noticed that the gate to the pigpen was broken.

"I must bark and tell Farmer Friendly about it," said Trumpet. "Ark, ark," he barked, not too loud, yet not too low. "Ark, ark."

Right away Farmer Friendly came running. "You're a good dog, Trumpet," he said. "You told me about the pigpen gate!"

That afternoon Trumpet saw that Mrs. Friendly's clothesline had broken. "Ark, ark," he barked.

And right away Mrs. Friendly bustled out of the house to pick up her clothes off the grass. "Thank you, Trumpet," she said. "You told me about my clothesline!"

"There's a right time and a wrong time for a dog to bark," said Harry, the hired man.

"And Trumpet knows all the *right* times," smiled Mrs. Friendly.

Trumpet did, too!

He barked when he found a skunk trying to get into the henhouse.

He barked when he found a lost sheep.

He barked when a strange dog got into the cow meadow.

And he barked to frighten the birds away from the crops.

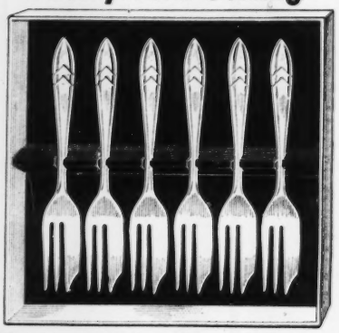
"Everyone works on this farm," said Harry, the hired man. "Even Trumpet!"

"Trumpet is a *real* farm dog," declared Farmer Friendly.

"It's a half inch past ten!"

THE INSTRUCTOR

NO CHARGE FOR THIS EXQUISITE 6-Piece Silver Plated Pastry Fork Setting



Sent to You Direct from Sheffield, England

To demonstrate the quality and uniqueness of Around-the-World Shoppers Club selections sent to members every month from abroad, we want to send you, with our compliments, this beautiful 6-piece pastry-fork setting direct from Sheffield, England, if you join the club now. It is typical of the value and quality of the gifts our members receive every month for only $2.00, postage paid, duty free.

Shop Around the World

A package for you—from a foreign country! Note the foreign markings, the foreign stamps. Did it come from Italy, Switzerland, England, France, India, Japan, or where? What's inside? Something exciting, something precious, something unusual, for it's from Around-the-World Shoppers Club!

Yes, as a member of this fascinating club you are taken on a shopping tour around the world – without leaving your easy chair! Each month for the term of your membership, three, six, or twelve months, you will receive a surprise package from a different foreign country. Each month you will look forward with eager anticipation to the arrival of your mysterious package. Each month you will be thrilled with the marvelous foreign craftsmanship—and the incredible bargain!

Amazing Gifts for Only $2.00 Each

Perhaps you are wondering how we can send such glamorous imports to our members in the United States for only $2.00 each, postpaid, duty free! The secret is in the wonderful buying power of the American dollar in foreign lands, plus the large membership of the Club. While your dollars lend a helpful hand to our good neighbors abroad, you receive sensational values for your money!

Just what will you receive? We cannot tell you in advance. Wherever our representatives discover the most worthwhile buys, we will snap them up on the spot and mail them to our members. It is this element of surprise, indeed, that makes membership so continually exciting. Of one thing you can be sure. Each article will be worth at least twice as much as members are asked to pay!

No Charge For Your First Gift

To induce you to join now we will send you the beautiful pastry-fork setting direct from Sheffield with our compliments. If not delighted with it, or with your first month's shipment *keep both gifts* and we will refund your complete subscription cost! Why not join this thrilling "shopping tour around the world" while this *extra gift* offer is available. Or, if you wish further details request our free brochure on coupon below. Mail the coupon now so you won't miss the wonderful articles in store for our members.

Around-the-World Shoppers Club, Dept. 848
24 Treat Place, Newark 2, N. J.

Around-the-World Shoppers Club, Dept. 848
24 Treat Place, Newark 2, N. J.

Please enroll me as a Member and send me the 6-piece silver plated pastry fork setting direct from Sheffield, England, as an EXTRA GIFT. Also start regular monthly shipments of the club's selection, to be shipped direct to me from countries of origin and to continue through the following term of membership:

I enclose remittance for $.....

☐ 3 Months, $6.00 ☐ 6 Months, $11. ☐ 12 Months, $20.

Name.....
(Please Print)

Address.....

City & Zone..... State.....

(Note: the U. S. Post Office Dept. charges a service fee of 15¢ for delivering foreign packages, which is collected by your postman and cannot be prepaid.)

☐ Check here if you wish to receive only the illustrated brochure at this time.

References: Franklin-Washington Trust Co., Newark 2, N. J.

Indian Joe Catches a Salmon

(*Continued from page 34*)

of tom-toms. He recalled the long line of men on one side and women on the other, and how they would bend their knees and wave their arms to the rhythm of the tightly drawn buckskin drums.

Joe stood up and stretched. He glanced across to his father's platform and saw the old man was waving frantically. Joe ran to the trolley, which was still on the island, and jumped in. The engine chugged, and pulled the trolley across the falls. Joe jumped out and ran to his father's platform. The net was up on the boards, and his father had a piece of torn cloth wrapped around one wrist.

"Me hurt arm," he told his son. "Break bone maybe." He told Joe how he had tried to land a big net of salmon alone, while his neighbor was gone, and how he had slipped on the bloody slime of the platform and fallen on his wrist.

"You fish now," he said. "Need salmon for winter, and money too. Me no can fish more this year." With his good hand he picked up the net, put it into Joe's shaking fingers, and then climbed the ladder from the platform.

Joe could hardly believe what had happened. Indians on platforms near by grinned at him, and he nodded back weakly. Slowly he lowered the net over the edge and caught his breath as the force of the roaring rapids struck it. If he hadn't braced himself quickly, he would have been whisked over the side. He knew now why his father had been careful to teach him every necessary step in salmon fishing, but it scared him a bit to be doing it alone!

Joe raised his eyes to the opposite bank. A boy about his own age stood there with a girl—probably his sister. The boy was looking at him. When he caught Joe's eye, he gave a wide grin. Something in his face made Joe's eyes widen. For the first time, Joe saw friendliness, not just curiosity or pity. Joe smiled back, and the two boys looked at each other until a sudden tug in the net made Joe realize he had a fish. Fortunately, it was a silver salmon, and Joe knew he could handle it alone. Nevertheless, its frantic struggles pulled Joe all over the platform before he was able to flop the net down on the boards and use the club.

As he rested, he heard the boy shouting at him. The two children stood on the rocks to one side of Joe's platform, and the boy said, "Mom told us to buy a fish for her. How much do you want for that one?"

Joe looked at the fish. It probably weighed eight or nine pounds.

"Three dollars?" he asked.

The boy dug into his pocket. "Sold!" he said.

Joe let out his breath slowly. That would buy his father a new flannel shirt, almost. Maybe if he caught enough fish, he could have a new jacket for himself this winter.

"It must be quite a thrill to land a salmon like that!" the boy said as he took the dripping fish from Joe.

Joe shrugged his shoulders.

"What a place to live near!" the girl said. "Just think of being able to see these beautiful falls all year around."

Joe glanced at her in surprise. Then he looked at the roaring falls scattered through a dozen channels. They *were* something to see.

"We're going to stay in The Dalles all night," the girl added. "Maybe after we have dinner we can come back and watch you again."

"Good, come back," Joe said. "Go to Kah-oit with me. You like it." And he found himself telling the visitors all about the feast of thanks. He described the yearly ceremony and the "comers" from other tribes. And as he talked, there spread through him a feeling of pride in his race with its centuries-old customs and ceremonies.

The children listened eagerly. Finally the boy nudged his sister. "It's time to leave," he said, "but I'm sure the folks will bring us back tonight. See you then," and he smiled at Joe.

Joe watched the two pick their way to the highway. Then he sat down. "What an important day it has been," he thought. He had netted his first fish, and the family's winter food and cash money were now up to him. He had made a new friend, and he had found pride in being an Indian!

Joe picked up the net and walked to the edge of the platform. "Soon be man now," he told himself. "Indian man."

EDITORIAL NOTE: If the power dam which was started in 1952 at The Dalles is completed, the Yakima Indians will lose their fishing rights at Celilo Falls because the area will be part of a sixty-mile lake. Work on the dam was suspended in the spring of 1953, and the Indians were presenting their case in Washington. Salmon fishing is their livelihood, and the loss of it would not only reduce their incomes, but break faith with a treaty which guaranteed the tribe's fishing rights in perpetuity.

When should a girl be told about menstruation?

"Better a year early than a day late"—don't you agree? "You're a Young Lady Now" is a booklet written especially for the girl nine to twelve. It explains menstruation as a normal part of life in simple terms she can readily understand—tells her how to take care of herself when That Day *does* arrive. This booklet deals only with subjects of interest to this younger group, and helps eliminate the shock of the unknown.

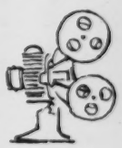
You can make a copy of this book available to every girl in your class. It is the work of the same people who gave you "Very Personally Yours"—a more detailed booklet on menstruation for older girls. Either of these booklets can be used successfully by itself. You will find them of even greater value when used as part of the integrated program of menstrual education described here.

A Complete Program For Menstrual Education

"You're A Young Lady Now"
(Booklet for girls 9-12)

"Very Personally Yours"
(Booklet for girls 12 and over)

10-Minute All-Color, 16 mm. Sound Motion Picture . . . "The Story of Menstruation" by Walt Disney Productions. Highly praised by educators, health authorities, parent and church groups. The film tells the story of menstruation in a simple, straightforward manner. Free (except for postage) on short term loan.



Teaching Guide and Menstrual Chart... Hundreds of teachers helped organize this Guide. It is flexible and can be adapted to any teaching condition. This large color Chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed on easy-to-follow diagrams.

So *Many* Students Have Already Benefited From This Program

Most school systems take advantage of this complete program of menstrual education every year. You'll find the booklets, film, chart and guide well integrated to give your students a sound knowledge of this important subject. The entire program or any part of it is available to you *without charge* . . . with the compliments of Kotex*. Just fill out the coupon.

Booklets • Film • Teaching Guide • Chart • ALL YOURS FREE!

*T M REG U S PAT OFF

INTERNATIONAL CELLUCOTTON PRODUCTS CO.
Educational Dept. I-93
919 No. Michigan Avenue, Chicago 1, Ill.

Please send free (except for postage) 16mm. sound film, "The Story of Menstruation."
1st choice day wanted (allow 4 weeks) .....
2nd choice (allow 5 weeks) .....
3rd choice (allow 6 weeks) .....

Also send the following:
For girls 9-12 ..... copies
YOU'RE A YOUNG LADY NOW
For older girls ..... copies
VERY PERSONALLY YOURS

☐ Physiology Chart ☐ Teaching Guide

Name .....
Organization .....
Street .....
City ..... *Zone* ..... *State* .....

CLASSICS Illustrated

"BRINGS GREAT LITERATURE TO LIFE!"

Say TEACHERS — EDUCATIONAL AUTHORITIES AND PARENT GROUPS.

1. The Three Musketeers
2. Ivanhoe
3. Count of Monte Cristo
4. Last of the Mohicans
5. Moby Dick
6. A Tale of Two Cities
7. Robin Hood
8. Arabian Nights
9. Les Miserables
10. Robinson Crusoe
11. Don Quixote
12. Rip Van Winkle
13. Dr. Jekyll and Mr. Hyde
14. Uncle Tom's Cabin
15. Gulliver's Travels
16. The Deerslayer
17. The Hunchback of Notre Dame
18. Huckleberry Finn
19. The Corsican Brothers
20. 3 Famous Mysteries
21. The Pathfinder
22. Oliver Twist
23. A Connecticut Yankee
24. Two Years Before the Mast
25. Frankenstein
26. Adventures of Marco Polo
27. Prince and the Pauper
28. The Moonstone
29. Black Arrow
30. Lorna Doone
31. The Adventures of Sherlock Holmes
32. Mysterious Island
33. Typee
34. The Pioneers
35. Jane Eyre
36. Mysteries by E. A. Poe
37. Twenty Years After
38. Swiss Family Robinson
39. Mysteries of Paris
40. Tom Brown's School Days
41. Kidnapped
42. Twenty Thousand Leagues Under the Sea
43. David Copperfield
44. Alice in Wonderland
45. The Adventures of Tom Sawyer
46. The Spy
47. The House of the Seven Gables
48. A Christmas Carol
49. Man in the Iron Mask
50. Silas Marner
51. The Song of Hiawatha
52. The Prairie
53. Wuthering Heights
54. Black Beauty
55. Woman in White
56. Western Stories
57. Man Without a Country
58. Treasure Island
59. Benjamin Franklin
60. Cloister & The Hearth
61. The Scottish Chiefs
62. Julius Caesar
63. Around the World in Eighty Days
64. The Pilot
65. Man Who Laughs
66. The Oregon Trail
67. The Black Tulip
68. Mr. Midshipman Easy
69. The Lady of the Lake
70. The Prisoner of Zenda
71. The Iliad
72. Joan of Arc
73. Cyrano De Bergerac
74. White Fang
75. The Odyssey
76. The Master of Ballantrae
77. The Jungle Book
78. The Gold Bug
79. The Sea Wolf
80. Under Two Flags
81. Midsummer Night's Dream
82. Men of Iron
83. Crime and Punishment
84. Green Mansions
85. Call of the Wild
86. The Courtship of Miles Standish and Evangeline
87. Pudd'nhead Wilson
88. David Balfour
89. All Quiet on the Western Front
90. Daniel Boone
91. King Solomon's Mines
92. The Red Badge of Courage
93. Hamlet
94. Mutiny on the Bounty
95. William Tell
96. The White Company
97. Men Against the Sea
98. Bring 'Em Back Alive
99. From the Earth to the Moon
100. Buffalo Bill
101. King-Of the Khyber Rifles
102. Knights of the Round Table
103. Pitcairn's Island
104. A Study in Scarlet

CLASSICS Illustrated

AN EXCITING NEW WAY TO INTRODUCE GREAT LITERATURE!

EDITORIALS and articles in leading newspapers throughout the world have discussed CLASSICS *Illustrated* as a "concept of ministering on a high plane to youthful desire for action pictures" and "toward the formation of taste for the best in literature." CLASSICS *Illustrated* has also been highly praised on important radio programs as a pertinent and timely topic from the educational as well as the social points of view. Effectively used by teachers in classrooms.

EFFECTIVE MEANS OF INTRODUCING LITERATURE

The CLASSICS *Illustrated* series is used by teachers in thousands of schools as an effective and highly satisfactory method to introduce literature to their students. The comic strip technique, so popular among youngsters, is utilized in CLASSICS *Illustrated* to bring to pictorial life the great literary heroes found in the masterpieces of fiction.

HIGH LANGUAGE LEVEL MAINTAINED

Authentically illustrated in full-color and maintaining the original text, each title is a complete adaptation of the original —presented in a manner to capture the imagination of your pupils. The grandeur and high language level of great literature is retained.

104 TITLES NOW AVAILABLE

At present, there are 104 great titles available (with more on the way). Specially priced for schools at 12¢ per copy, postage prepaid, they will not strain any budget. Send your introductory order today and join the thousands of teachers who have successfully used the CLASSICS *Illustrated* method of introducing great literature.

SPECIAL OFFER — ACT NOW!

Save money—purchase a complete set of the 104 titles at the special introductory price of $11.75, postage prepaid. Available for a limited time only.

GILBERTON CO., INC. Dept. IN-3
101 Fifth Ave. • New York 3, N. Y.

IN CANADA: Gilberton Company (Canada) Ltd., Box 311, Terminal "A" Toronto

Club Your Discipline Problems!

(*Continued from page 23*)

3. One of the objectives of the club program is to develop pupil initiative and responsibility. Thus, we feel that as long as the responsibility for the selection of a club is left with the pupil, he should be made to live with his choice. This will teach him to examine closely any choices he makes.

4. Continual shifting from one club to another makes pupil accounting difficult for the office personnel.

Clubs in woodworking, arts and crafts, sewing, tap dancing, folk dancing, radio, 4-H, newspaper, dramatics, a capella choir, audio-visual, and charm were among those initiated at the North Avenue School. We had on our staff teachers who were both especially interested and especially equipped to handle clubs of this nature. An inventory of the teachers in your school would no doubt reveal many other hobbies, interests, and abilities which could be turned into a club program. The activities performed by some of our clubs and the approximate cost to the school appear in the chart on page 23.

We have found innumerable benefits in our activity program. Our folk- and tap-dancing clubs have aided amazingly in turning shy and bewildered youngsters into poised young people. Our arts and crafts club has aided self-expression and taught the children to work in groups, to share ideas, and to translate their learnings into beauty. We have found that all the clubs develop a much closer association between pupils and teachers, and provide an excellent emotional outlet for the too-often stifled pupils. The clubs offer each child an opportunity to excel in some phase of the school program; they create school spirit; and they teach activities which have carry-over value for adult leisure time.

Clubs are also instrumental in improving rapport between school and parents. The best public-relations device a school can have is enthusiastic pupils. Many parents base their impressions solely on pupil reports.

As evidence of the enthusiasm transmitted from child to parent, consider the following example: Our tap-dancing club requires no equipment whatsoever on the part of the child. However, the parents are so willing to co-operate with the school in developing their children's abilities that a large portion of the club has purchased tap shoes. Considering that most of these children come from families in low-income groups, this is quite an accomplishment.

Directly attributable to our club program, we believe, are the highly increased attendance ratio, the obviously greater pupil interest in school, the greater parent and community interest, and the improved teacher-pupil rapport. Other results are the noticeable social development in the children, the greatly decreased discipline problems, the more worthy use of leisure time, the highly developed sense of responsibility, and the improved standards of living in the community. So attractive, interesting, and inspiring are the clubs that pupils openly resent being forced to miss a club period when circumstances necessitate holding a minimum school day. Granted that it is the novelty of the club idea which attracts the pupils at first, that attraction is kept at fever pitch by surrounding the pupils with a never-ending stream of learnings and chances to participate in activities which are both enjoyable and educational.

To Help You

in teaching

Elementary Science

THE NATIONAL SCIENCE TEACHERS ASSOCIATION
(A department of NEA)

offers

➡ **THE ELEMENTARY SCHOOL SCIENCE BULLETIN**

Issued six times a year; includes practical, "down-to-earth" articles on successful methods and devices for teaching elementary science; provides an exchange of experiences and problems; announces new materials, conferences, and other items of interest to elementary teachers; now received in schools totaling 10,000 teachers.

A SCHOOL SUBSCRIPTION BRINGS YOU **TEN** COPIES OF EACH ISSUE

plus

The Association journal—*The Science Teacher*—and other NSTA services

$5.00 a year

➡ **BOOKS OF SIMPLE EXPERIMENTS DEMONSTRATIONS AND PROJECTS**

I Experiments With Water
II Experiments With Air
III Experiences With Fuels and Fire
IV Experiences With Heat
V Experiences With Magnetism and Electricity
VI Experiences With Sound
VII Experiences With Light and Color

75 cents each; $4.50 for set of seven

Over 200 classroom-tested ideas and teaching suggestions; useful in primary through junior high school grades; require only simple and low-cost materials easily obtainable.

USE COUPON BELOW TO ORDER

National Science Teachers Assn.
1201 Sixteenth Street, N. W.
Washington 6, D.C.

☐ Remittance enclosed: $.....
☐ Please bill for the following:

. . . . Subscription to **Elementary School Science Bulletin** and other NSTA membership services $5.00
. . . . Set (s) Vols. I-VII @ $4.50 ..... $

or

. . . . Vol. I . . . . Vol. II
. . . . Vol. III . . . . Vol. IV
. . . . Vol. V . . . . Vol. VI
. . . . Vol. VII . . . . . $

NAME .....
ADDRESS .....
POST OFFICE ..... ZONE .....
STATE .....

Little Switch

(Continued from page 37)

this smoke. We have come to tell you that if this smoke is not stopped by tomorrow morning we will be forced to take steps to have the engine removed from our city. Good evening!" The mayor and his six councilmen rode away in the mayor's long black car.

All night long the repair men worked. All night long Little Switch smoked. At last every part had been oiled and cleaned and tightened. Little Switch was as good as new. But still he smoked . . . . . and *smoked.*

"I give up!" said the engineer. "I guess there is nothing to do now but take him away and sell him. It's too bad. He was the best switch engine we ever had." The repair men shook their heads. Then they got on their handcar and went back to the city. The weary engineer went home to bed.

Little Switch sat there smoking. All the people had come to see him —the Children, the Ladies, the Man from the Big House, the Repair men, the cross old Mayor and his six Councilmen. He should have been very happy!

But what was that the engineer had said? "I guess there's nothing to do but sell Little Switch! It's too bad. He was the best switch engine we ever had!" . . . . "Why, I still am! . . . . There's nothing the matter with me! I'm as good as new. I can switch cars around faster than any switch engine anywhere. I don't want to do anything different. I belong here. I want to stay here and switch those cars around. This is where I belong." Suddenly he had an idea. "Maybe if I quit smoking they will give me another chance."

When the engineer and switchman came to work the next morning, Little Switch was smoking . . . . not like ten engines . . . . not like fifty . . . . but just the way ONE good little Switch Engine should.

Paula Starts a New Year

(Continued from page 78)

Surely Diane would speak up and tell Candice what a grand class they had. But Diane was looking at Candice and nodding in agreement with her. "Candice had the most wonderful experiences at boarding school," she said. "She had to wear uniforms—but they were just darling! And you should see the new clothes Candy's got now for our school! And her room! It's just adorable. She's got a pink satin lace-covered vanity that looks like one in a movie and a radio all her own—"

Candice started off on her bicycle. "Come on, Di," she said. "Let's get going."

"Sure," Diane cried, and pedaled until she caught up with Candice. Paula mounted her bicycle and followed. She felt strange and lonely. Candice was whispering to Diane and they paid little attention to her. When they came to Marguerite's corner they saw the black-haired little Italian girl coming down the street, two blocks away.

"Hey!" Paula cried when Diane and Candice didn't stop. "Let's wait for Marg!"

Candice called back. "We don't want to look like a circus parade. Come on."

"But Di and I always wait for Marguerite!" Paula protested. "And then we pick up Mary Goldstein and Juanita Lemos."

Diane and Candice had slowed a bit, but now Candice tossed her head. "I am not going to wait for those others. They sound as if they came from queer families." She pedaled swiftly on, followed by Diane. Paula waited for Marguerite.

"My goodness, but Diane seems to be in a great hurry," Marguerite said after she and Paula had greeted each other. They rode on down the street, but Paula didn't say anything. Soon they were joined by Mary and Juanita.

"Diane and that new girl rode right by us," Juanita said in a hurt tone.

Mary tossed her auburn braids, saying, "Diane's got a crush. I saw them in the dime store together last week and Di was hanging onto her arm.

(Continued on page 100)

"This is just a disguise—he's really a general in the secret service."

THE INSTRUCTOR

and how Kellogg's Early-Bird Breakfast Game helps it come true!

If you want to get the fall term off to a flying start, with a class that's brighter, more alert, easier-to-manage, you won't stop reading this until you get to the bottom of the page.

Because we're going to remind you that there's nothing like a regular "basic cereal breakfast" (fruit or juice, cereal with milk, bread with butter or margarine) to give youngsters the high-energy lift they need to start the day bright.

And we're going to remind you next that there's nothing like Kellogg's Early-Bird Breakfast Game to establish this nourishing breakfast habit solidly with your pupils—and with a minimum of effort on your part.

Proof? Over three million youngsters have had fun—improved breakfast habits—playing the Early-Bird Game. Here's how the game is played. You divide your class into four teams and, for four weeks, each pupil keeps track of all the days he eats the "basic breakfast". Early-Bird Buttons go to members of the winning team—and Early-Bird Seals go to all pupils who make perfect records. Get the Early-Bird Game started in your class, and get what every teacher dreams of: brighter, more alert, easier-to-manage pupils.

Let us send you the Early-Bird Breakfast Club Game. Simply fill in the coupon on page 114 and mail.

Win Kellogg's Early Bird Breakfast Club Game!
EARLY BIRD TEAM SCORE SHEET
RULES
TEAMS
TOTAL
MUST EAT: 1, 2, 3 PLUS 4 OR 5
EAT A GOOD BREAKFAST... HELP YOUR TEAM WIN!

FREE! Everything you need!

Kellogg's gives you everything you need to play the Early-Bird Game—individual score cards, classroom scoreboard, prize buttons, seals and instructions.

Kellogg's OF BATTLE CREEK

KELLOGG'S CORN FLAKES • 40% BRAN FLAKES • RAISIN BRAN FLAKES
SHREDDED WHEAT • CORN SOYA • RICE KRISPIES • ALL-BRAN • PEP
KRUMBLES • SUGAR CORN POPS • SUGAR FROSTED FLAKES

Kleenex Tissue Box Covers make extra special Christmas presents

Free! **For classes and clubs**

Complete set of 12 patterns...by Mary Brooks Picken

—celebrated sewing authority and one of the founders of The Fashion Group

Right now's the time to start the girls sewing on the slipcovers of their choice! They're *such* delightful, useful gifts. They offer each girl the opportunity to use her fashion ingenuity in creating something different and really unique.

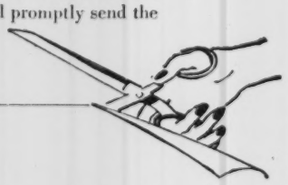
As girls sew, they learn –

For grades 6 through 12, this project is specially planned to teach the fundamental sewing principles, by hand and by machine. Patterns clearly illustrate such basic steps as measuring fabric, basting, finishing edges, binding and others!

"Silks, satins, calicos, rags"

Half a yard makes 2 slipcovers, easy to remove for sudsing or cleaning. Use any type fabrics. You'll find other suggestions in the folders! Then, too, you can add such trimming as sequins, monograms, and, for a holiday touch, bells and holly.

Send, today, for the complete set and look it over. Have each girl choose a pattern. Then we'll promptly send the extra copies that you need.



FREE! clip—mail back today

INTERNATIONAL CELLUCOTTON PRODUCTS CO.
Educational Dept. I-93-K
919 N. Michigan Ave., Chicago 11, Ill.

Please send me the set of patterns for Kleenex tissue box covers, and the order blank, so that I may send for extra copies.

*Name*_____

*School or club*_____

*Street*_____

*City*_____ *Zone*_____ *Street*_____

Kleenex—T. M. Reg. U. S. Pat. Off.

About Apples

(Continued from page 34)

"like the corn and other foods the Indians used?"

"The only apples the Indians knew were sour little crab apples which puckered their mouths when they tried to eat them," Uncle Jim explained. "Governor Winthrop is supposed to have brought the first apple trees to Massachusetts Bay Colony, about 1629."

Uncle Jim paused to wipe off his knife, and then continued. "Now tell me, can you raise more than one kind of apple on a tree at the same time?"

"Sure," said Bob, "ripe ones and green ones."

They all laughed, and Uncle Jim said, "I mean *really* different—like red apples on one branch and yellow ones on another branch of the same tree."

"They can't do that, can they?" asked the wide-eyed Marcia.

"Yes," said Uncle Jim. "As many as five different kinds of apples can grow on the same tree by grafting!"

"What's grafting?" Bob wanted to know.

"To graft means to cut a slit in the bark of a tree and slip in a piece of another tree, including a bud, and fasten it there. Later, when this piece is growing well, the original branches are cut back so the tree will bear fruit like the grafting stock. That is what Governor Winthrop did with the apple trees he brought from England. He grafted them onto crab-apple trees. In time, the colonists and the Indians had many good apple trees."

"Is grafting necessary?" asked Don.

"If you want good fruit," Uncle Jim replied. "Apple seeds grow quite easily in most soils if the temperature isn't too hot. When a tree grows from seed, it is called a natural. The fruit is likely to be small in size and poor in flavor. Today, most grafting, or budding, is done in the nursery where trees are grown in quantity."

"That sounds like a lot of work to me," said Bob. "I guess I never appreciated an apple before."

Uncle Jim noticed that the children had finished their apples and were beginning to look as drowsy as he felt. Soon four heads were bowed in sleep before the fire.

Who Has More Influence?

(Continued from page 46)

Sue got hurt by being careless I've been thinking. It's silly to get hurt just because of carelessness. Let's go get a ladder from the custodian.

JOHN—That's a good idea, Jane. We *should* be more careful. I don't want to get hurt like Sue. I think it would be a good idea to make a list of safety rules to follow.

JANE—Good! How about these? Always use a stepladder to reach something high, and never leave your skates where someone may trip on them.

JOHN—And always obey traffic signals, and don't cross the street except at crosswalks.

JANE—Always *walk* down school hallways and stairs, and keep to the right.

MR. SAFETY—You see, Mr. Accident. I told you the boys and girls of this town wouldn't fall for your line very long. They know it's smart to be careful and to avoid accidents.

MR. ACCIDENT—Good-by, Mr. Safety. When people stop being careless and start being careful then there is no room for me. I'm going to find some place else to live, where people aren't careful.

Help the pupil learn arithmetic meaningfully

PANA-MATH COUNTING FRAME

ABACUS TYPE

SIZE 20" x 32"

Grade 1-4 Requirement

Pana-math is a versatile classroom counting frame for *incidental* learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern aid to *visualize* numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Specify Pana-math for all new or replacement counting frame equipment. (Pat. Pend. . . . Reg. App. for)

● Time Teaching Clocks • Folding Easels
Stoves • Sinks • Refrigerators
Ironing Boards • Educational Toys
Jig-saw Puzzles • Peg Boards
Drawing Boards • Playhouse Screens
Beads

Send for "Manual for Teaching with Counting Frame" by Dr. Irving Allen Dodes.

DEPARTMENT IN

DAINTEE TOYS, INC.
230 STEUBEN STREET, BROOKLYN 5, N. Y.

Care and Cleaning of the Chalkboard

●FREE to Teachers Supervisors Administrators

As manufacturers of fine chalkboards, chalk and chalkboard erasers, we have learned a great deal about chalkboard care. We want to pass this information along to you.

Write for your copy of Manual. BI-10

WEBER COSTELLO COMPANY
Chicago Heights, Ill.

EASY TO EARN $55 IN YOUR SPARE TIME!

Sell Only 50 Boxes Of New

NEON-LIKE Christmas Cards from FREE Samples!

Bright, new idea in Christmas Cards! Rich colors glow like magic, *sell* like magic. Just show FREE Samples to friends, keep $1.10 cash per box. Extra profits from GOLD NAME and other imprinted Christmas cards, Kodachrome cards, 168 unusual boxes, surprise novelties. You make up to 100% cash profit plus valuable Bonus Gifts.

SEND NO MONEY! You don't need experience. 4 Greeting Card Assortments on approval and 52 Free Imprint samples start you earning. Lovely $1 Purse-Lite FREE for acting promptly! Write at once.

FREE! $1 PURSE-LITE for prompt action

CREATIVE CARDS, Dept 2986
2508 Cermak, Chicago 8, Ill.

Send For SAMPLES Today

—BE A READER OF THE LEADER—

Order your subscription today.

THE INSTRUCTOR, Dansville, N.Y.

25 APPLICATION PHOTOS 1.25

Genuine Moen-Tone, Nationally Known, Perfect Copies, size 2½x3½. Send good head and shoulder photo. Original returned unharmed. Prompt service. Superior Quality since 1898.

MOEN PHOTO SERVICE
Box 867-0 La Crosse, Wis.

Embroider STAMPED LINENS SEND FOR FREE 28 PAGE CATALOG

BUY DIRECT FROM MANUFACTURER AND SAVE
MERRIBEE ART EMBROIDERY CO.
DEPT. 136 22 W. 21 ST., NEW YORK 10, N.Y.

Setting Up an Aquarium

(Continued from page 25)

8. By now you are probably wondering—what about the fish? When do they get into the aquarium? This depends on the condition of the water. If the water you have put into the aquarium has stood in open containers for one or two days it will have enough air for the fish to breathe. If the water has just come from the faucet there is probably not enough air in it. It is a good idea to let the aquarium stand for a day before putting the fish into it. While standing, the water will absorb enough air to supply the fish with oxygen. Also the plants will begin to grow. When they grow they give off oxygen.

A good rule is to put in about one inch of fish for each gallon of water. The number of fish you use depends on how much plant growth there is and the number of other animals which remove oxygen from the water.

9. In your aquarium you should use only animals which get along together. Do not use animals like frogs that stir up the sand and keep the water cloudy. Usually animals and plants which live in running water do not thrive in the still water of an aquarium. There should be some snails. Six or eight snails may be kept in a four-gallon aquarium.

The aquarium is now complete. Here is where experimenting comes in. If the plants grow too fast it will cause overcrowding. Watch the aquarium carefully and if overcrowding occurs remove some of the plants. If the fish eat them too rapidly add more plants. Remove any dead animals and clip off dead parts of plants.

Feeding the Fish

Whatever food is given the fish the most important rule to remember is—*feed fish sparingly.* They can remain perfectly healthy without eating for several days. At most, feed them only once a day and then feed them only what they eat up in about five minutes. This is a kindness to the fish.

You will see the fish nibbling at the green plants. Even though they could live a long time just by nibbling at these plants, they really need a little more variety to be healthy so it is a good idea to feed them something else. Boiled eggs, oatmeal, dried fish, and chopped shrimps mixed together will supply the foods they need. Most good ready-mixed fish foods that you buy at the store have these things mixed in the proper amounts. Be sure to remember to feed them sparingly!

Have you ever noticed snails eating the green plants? If the snails eat the green plants too rapidly, you can feed them tiny bits of lettuce leaf. Remove the uneaten bits of lettuce from the aquarium so they will not spoil.

Plants and Animals Together

What do the animals and the plants in the aquarium give to each other? The plants need water to live. That is easy to supply. The plants also need carbon dioxide gas for growth. Where does it come from? The fish and snails breathe carbon dioxide into the water. It's important to remember that plants use carbon dioxide for growth. Plants also need light. This they get from the sun or from artificial light.

What do the fish need? They need oxygen from the air. They collect it with their gills from the water, where it occurs in very tiny bubbles. Watch the fish pass the water through their mouths. The plants give off oxygen as they grow. This oxygen is absorbed by the water and the fish breathe it.

Snails also are useful in the aquarium. They act as scavengers. That means they eat waste animal materials and decaying plants. In addition the snails help keep the aquarium clean by eating the green scum that sometimes forms on the walls of aquarium tanks.

Following the above suggestions and then reading other materials about life under water should help you to have a successful aquarium.

"It must be her first child—you can tell by the way she holds it."

THE INSTRUCTOR

FREE GIFT!

from the kids of Latin America to your 5th and 6th grade pupils!

A wonderful story book! A fascinating work book!

Right from the boys and girls of Latin America comes a book that you—and your students—will love!

Here, in children's language and child-pleasing, brilliant illustration, is the story of our Good Neighbors—and the product that maintains their economy.

But it's much more! For "Coffee, the Story of a Good Neighbor Product" is an exciting seat-activity book! There are beautiful pictures to write compositions about . . . maps to study *and* color . . . sewing directions for the girls . . . art studies, language studies, music questions, craft ideas—even a wrap-up quiz!

You'll use this book for many of your classroom projects—it integrates with seven different subjects. And for your pupils, this book will become one of the treasures of their childhood!

Today, send this coupon for a free sample book. Read it—then send for as many copies as you need. You'll get them *at once*—free!

Pan-American Coffee Bureau, 120 Wall Street, New York 5, N. Y. • Brazil • Colombia • Costa Rica • Cuba Dominican Republic • Ecuador • El Salvador • Guatemala Honduras • Mexico • Venezuela.

PAN-AMERICAN COFFEE BUREAU

Educational Dept., I-1, 120 Wall St., New York 5, N. Y.

Please send me FREE sample book "Coffee, the Story of a Good Neighbor Product."

Teacher's Name _____ Grade _____ (5th and 6th grades only.)

School _____

School Address _____

City & State _____

no more "stick-ups"!

no more scarred walls!

no more torn papers!

no more damaged plaster!

no more "pin-up" problems!

when you use

Stik-tack

miracle discs

• end tack and tape damage • stick to any dry, clean surface including metal and glass.

Adhesive on both sides, Stik-tacks stick instantly to any surface, are perfect for mounting charts, drawing paper, student papers, cut-outs, and for every "pin-up" classroom purpose. Stik-tacks adhere indefinitely, can be peeled off without damage to walls or woodwork, and used over again. Join the thousands of teachers who use and acclaim Stik-tacks.

Stocked by school suppliers everywhere, or use this order form.

Adhesive on both sides

THOMPSON'S Dept. I, 1299 Boylston St. Boston, Massachusetts

Please send ..... School Packs of STIK-TACKS (328 discs per pack) 1.00 each.

Send to: .....

Street .....

City ..... Zone ..... State .....

Your School .....

SCHOOL PACK
328 DISCS
$1.00

Mary Escapes the Crosspatches

(Continued from page 47)

THIRD CROSSPATCH—
We keep away from sunshine.
We like a darkened room.
We don't want any sunlight
To brighten up our gloom.

MARY—But I don't like a dark room. I tell you again that I am not a crosspatch. It gives me a creepy feeling just to look at you. Don't you ever smile?

ALL CROSSPATCHES (*shaking their heads and frowning deeply*)—No, no, we never, never smile.

FOURTH CROSSPATCH—
Let's take her to our cavern
Where she'll never see the sun.
She can be alone all day
Since she thinks that is fun.

(*Two seize her arms. She struggles. All push her to center.*)

MARY (*resisting*)—Let me alone. I don't want to go to your old dark cavern. I do, too, like sunshine and I don't want to be alone all day. Let me go. (*She struggles hard.*)

FIFTH CROSSPATCH—
We heard you tell your mother
That in the house you'd stay.
You didn't want to share your mitt
Or with the others play.

ALL CROSSPATCHES—Yes, you did. We heard you. (*All nod.*)

MARY—Please let me go. (*They keep pulling.*) I don't like you gloomy Crosspatches. No one would want to live with you. I wish someone would come and chase you away.

SUNSHINE FAIRIES (*enter, smiling*)—Did someone call us?

ALL CROSSPATCHES—
Oh, look, the Sunshine Fairies!
We must be on our way. (*They drop Mary's arms.*)
For when the Sunshine Fairies come,
We can no longer stay. (*Rush out.*)

MARY—Thank you for saving me from those awful Crosspatches. You are so happy-looking. Please tell me who you are.

FIRST SUNSHINE FAIRY—
We are the Sunshine Fairies. (*All curtsy.*)
Each wears a yellow dress. (*Spread skirts.*)
We think that gay, bright colors
Are aids to happiness.

MARY—You do look happy and your yellow dresses are very pretty. I'm glad you chased the Crosspatches away. I was scared when they started to drag me off with them.

SECOND SUNSHINE FAIRY—
Let's raise this shade up higher. (*She does so.*)
We like a cheerful room.
There's nothing like bright sunshine
To chase away the gloom.

MARY—I didn't pull the shade down. One of the Crosspatches did it. I do like sunshine better than gloom.

THIRD SUNSHINE FAIRY—
We are such happy fairies,
We love to dance and sing.
Come, join us in a circle,
We'll make a magic ring.

(*They take Mary's hands and make a circle.*)

FOURTH SUNSHINE FAIRY—
First, you must stop that scowling;
You must learn how to laugh,
And how to share with others.
You can't do things by half.

(*They circle three times one way and three times in the other direction, singing ha, ha, ha, to any known tune. At first Mary is silent; then she joins in lustily.*)

MARY—That was fun. Let's do it again. (*They repeat and then Mary drops breathless on the couch.*) I didn't know it was so much fun to laugh.

(Continued on page 90)

Thousands Like You Say It's Easy To Make

BIG MONEY

IN YOUR SPARE TIME!

I Tried It and I Know How Easy It Is to Make Extra Money The Southern Way!

Mrs. Shields, Illinois

Earn Now with New and Different

SOUTHERN CHRISTMAS CARDS

Now! See for yourself how easy it is to make money the Southern way!

D. H. Hurley of Louisiana, says: *"I just show Southern Greeting Cards. They sell themselves!"*

Mrs. C. S. Gary of Texas, writes: *"I never dreamed it would be so easy to make money!"*

You can make money, too! You don't need experience. All you do is SHOW exciting new 1953 SOUTHERN Christmas Cards that are styled with the South's flair for beauty. Friends, neighbors, *everybody buys* these sensational new Christmas Greetings that are so lovely—yet priced so low! You make a big quick sale and huge cash profits at every showing!

MAKE $65 QUICKLY!

Show Amazing New Cards With

NAME IN SILVER!

They're GORGEOUS! EXCITING! REALLY DIFFERENT! Luxurious deep-tone colored Christmas Cards, *personalized* with sender's name in glistening SILVER, sell like magic from samples we send you FREE! You make $1 a box—$65 on just 65 boxes! Earn still more with Southern's complete star-studded line of fast-sellers, including new 21-card $1 SOUTHERN BEAUTY Christmas Assortment, All-Occasion Cards, Gifts and Novelties and many other fast-sellers that pay up to 100% cash profit!

START NOW!

It doesn't cost you a penny to try this easy money-making plan. Just mail the coupon below for Southern's exciting sample kit including saleable Greeting Card Assortments on approval and FREE Samples of Name-Imprinted items. Act fast; earn NOW!

SOUTHERN
Greetings, Dept. 40-C
478 N. Hollywood St.
Memphis 12, Tenn.

EARN FOR YOUR GROUP!
Southern's proven easy fund-raising plan can help you put hundreds of dollars in your treasury. Rush coupon for full facts TODAY!

MAIL NOW FOR SAMPLES!

SOUTHERN GREETING CARD CO., Dept. 40-C
478 N. Hollywood St., Memphis 12, Tenn.

Please send full facts on your spare-time Money-Making Plan. Include Assortments on approval and FREE Imprint Samples.

Name .....

Address .....

City ..... Zone ..... State .....

Give Your Group's Name Below If You Want Our Fund-Raising Plan.

.....

Appleseed and the Promise Lily

(Continued from page 48)

MARY ANN—I eat two apples every day, but I got sick. I got mumps.

(All the children laugh.)

JOHN CHAPMAN *(smiles and approaches Mary Ann)*—What kind of bulb is that you have in your basket, little girl?

MARY ANN—Those are autumn crocuses. My mother said for me to give them to Margaret for her mother.

MARGARET—Mary Ann's mother has lots of them. She calls them promise lilies. They come up with big green leaves in the spring and die back without blossoming. Then, in the fall, when all the other flowers are gone, you go out in the morning and there where there was only bare ground, is a beautiful purple flower. *Just* the flower! No leaves, nor anything!

JOHN CHAPMAN—Promise lily! I like that name—promise lily. Something good to come!

MARGARET—That's why my mother likes them. They give her hope in the fall that another spring will come.

MARY ANN—My mother likes them because you don't have to do much to them. They just live on, year after year.

JOHN CHAPMAN *(taking a coin from his pocket)*—Little girl, I'll give you this coin for your bulbs.

MARY ANN—I'll *give* them to you, Johnny Appleseed. I know that is what Mother would want me to do.

JOHN CHAPMAN—Thank you, little girl! I'll plant your promise lilies 'way out in the West. It may be that one day they will give hope and courage to someone who is discouraged.

BERT—I'm going West when I get big.

CHET—He says he's going clear out to the Great American Desert.

ALICE—I don't see why he wants to go there. Nothing will grow in a desert.

JOHN CHAPMAN—The Good Book says "the desert shall blossom like a rose." And I know it will. Only man must plant the rose! If we want something beautiful to grow we must plant it.

(School bell rings.)

CHILDREN—We must go now. Good-by! Good-by, Johnny Appleseed!

JOHN CHAPMAN—I must go now, too. God bless you, every one.

(Children leave stage. Chapman picks up remaining apple cores.)

Scene 2

(Bert and Margaret sit close to the campfire. Margaret reaches out to Baby Jean who lies on a pallet.)

NARRATOR—Thirteen years have passed, and the children that we saw in the schoolyard have grown up. Margaret and Bert, childhood sweethearts, are married and have a child of their own, Baby Jean, now about eighteen months old. Bert, with a family to support, has decided that the time has come for him to go West and find farm land of his own. We see him now, with Margaret and the baby, where they have made camp for the night after a hard day's travel. The baby is sick.

MARGARET *(leaning over the baby)*—She is asleep now, Bert. I think we'd better eat and try not to wake her. She needs the rest.

BERT—But she needs the food.

MARGARET—Indeed she does. She hasn't been able to keep anything down now for two days. I don't know what to do.

BERT—Just keep trying. That's all we can do.

MARGARET—If only I had something else to give her. She just pushes meat away or broth. And the gruel she won't take.

BERT—She's so thin. Margaret, I'm sorry we ever came.

MARGARET—You couldn't help it because she got sick. I'm not blaming you, Bert; you know that.

BERT—You think she'll die?

MARGARET *(nodding)*—I—I'm afraid. *(She covers her face with her hands.)*

BERT—I wish I could do something.

MARGARET—We can keep on praying. I prayed all night for her.

BERT—I prayed too.

MARGARET—Only a miracle could save her now. We're still two weeks away from the Fort and I doubt that there is a doctor there. If only we could get something she would eat! I think what she needs is different kinds of food. We've had nothing but meat and cornmeal for weeks.

BERT—Margaret, while it is still daylight, I'm going out and see if I can't find some other kind of food.

MARGARET—I don't know what it would be, Bert. The wild berries are all gone. Everything is dry and brown from the summer's heat. There isn't a chance of finding greens.

BERT—I'll try. I've got to try. *(Puts on cap and jacket, leaves stage.)*

MARGARET *(poking up the fire)*—Oh, how I wish he could find something to tempt our little one's appetite! *(Goes over to Baby Jean.)* She's moving now. I'll see if I can get her to take something. *(Dips some broth from the cooking, raises the child up, and tries to feed her. Baby Jean refuses, and begins to cry.)* Come now, Jeannie, you must eat. Just try this. *(Baby Jean cries weakly.)* It's no use. I've tried over and over. *(Puts the baby back on the pallet, tucks covers around her, brushes back her hair.)* I'm getting tired of the food, too,

(Continued on page 91)

Copies in 1 to 5 COLORS in one operation
Up to 150 copies a minute
Positive, accurate feed eliminates waste
MY COLOR BOOK
Can You Do These?
PTA MEETING

New LOW-COST Spirit Duplicator

Makes everyone an expert. Teachers, principals, superintendents—even ten-year-olds produce clear copies with this new, low-cost duplicator. Operating instructions are mounted right on the machine—all controls are clearly marked.

Saves supplies. Gone are trial-and-error starts. Exclusive A.B. Dick feed guards against mis-feeding and waste, even with 16 lb. paper.

In less than 5 minutes, you or one of your pupils can produce hundreds of copies.

For full information without obligation simply mail the coupon below,

A·B·DICK
THE FIRST NAME IN DUPLICATING

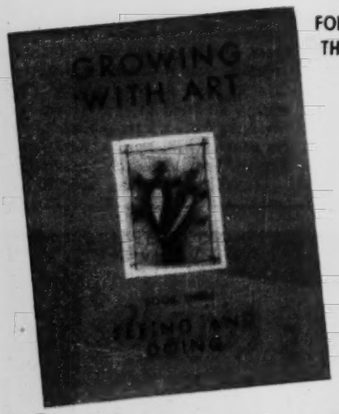
A. B. DICK COMPANY 12-9
5700 Touhy Avenue
Chicago 31, Illinois

Please send me information about the new A. B. Dick spirit duplicator.

NAME_____
POSITION_____
SCHOOL_____
ADDRESS_____
CITY_____ STATE_____

GROWING WITH ART

By Maud Ellsworth and Michael F. Andrews



FOR PUPILS TO USE PARTICULARLY WITH THE INEXPERIENCED ELEMENTARY TEACHER

A series of eight new Art Books written with the needs in mind of especially the inexperienced grade school teacher, those who have not had extensive training in this field and do not have readily available an Art Consultant or Supervisor. Any teacher, experienced or not, can use this series and get outstanding results.

A Book for Every Grade

Books 1 through 8

80¢ each

A Pupil Participation Series That Creates Superior Results

Each child is treated as an individual with these new art books. They correlate art with daily living. The child learns to appreciate touch, form, size and texture. Learning art with these books becomes a pleasant experience for each child. They are large—easy for pupils to handle (8½" x 11")—and beautifully illustrated. They make up a complete functional program of graded handcraft activities.

BENJ. H. SANBORN & CO., 221 East 20th Street, Chicago 16, Ill.

Benj. H. Sanborn & Co., 221 E. 20 St., Chicago 16, Ill.
Please send me books checked below at 80c ea.

.....Book 1	.....Book 5	I enclose ..... to cover charges.
.....Book 2	.....Book 6	
.....Book 3	.....Book 7	.....Teacher's Book @ 25c each net
.....Book 4	.....Book 8	Covers All Grades

Name .....

Street .....

City ..... State.....

The most widely used phonics program in today's schools

PHONICS WE USE

Meighen — Pratt — Halvorsen

A Complete Program

LYONS AND CARNAHAN

2500 Prairie Ave., Chicago 16, Ill. 225 So. Main St., Wilkes-Barre, Pa.

Midnight

(Continued from page 42)

"Why, the $5,000 six-furlong, of course," answered Dad.

"Well now, that's a little different. I'll take a look at your horse, and if he's O.K., maybe I can help you out."

The next morning Earl came over to put Midnight through his morning workout. When he saw the colt, he seemed surprised; but after he rode him, he was astonished!

"Why, that colt of yours could beat half the thoroughbreds runnin' now, Mr. Davis," he told Dad. "I'm sure gonna enjoy ridin' him in the big race."

Earl came over every day to give Midnight his workout. Both horse and rider were beautifully suited to each other, and they seemed an almost unbeatable pair.

The day of the race dawned cool and clear, and Jamie hustled over to the stable to feed Midnight.

"Morning, Middy. How did you sleep? All set to win for us today?"

Midnight, as if in answer to Jamie, nuzzled his head against Jamie's chest, and pushed him against the saddle which was hanging near by. Jamie grabbed the saddle girth for support, and to his amazement it came away in his hand!

"A fine thing," thought Jamie. "The day of the race and we have one saddle with no way of keeping it on the horse."

He hurried back to the house and told Dad what had happened.

"Don't worry about it, Son. We'll go over to Bob's place and borrow a saddle. I've seen twenty-five of them in his saddle room. I guess he can spare one."

They drove again to the beautiful Riddle farm. Dad stayed at the main house to talk about the big race with Bob, and Jamie trudged slowly over to the saddle room. He walked in, picked out a beautiful saddle and tested *all* of it to be sure. Then, as he was about to leave, he heard the mumble of voices. Then the voices grew louder, and he recognized Earl Anderson's.

"Guess I'll just amble over and say hello," Jamie said to himself.

He walked toward the voices and saw three men talking to Earl in a tiny room in the rear of the stable. The door of the room had swung open just enough for Jamie to get a good look at them. One was Pete Smithers, a local loafer with a reputation for gambling. The other two were strangers. Jamie hid behind the door and listened.

Earl spoke, "I'm tellin' you, it's a cinch. Midnight is the only horse in

(Continued on page 95)

"It's just puppy love—she loves his dog."

THE INSTRUCTOR

2 Pairs Free to TEACHERS

CAN'T SKID!

New Kind of Latex Rubbers!

Children put on **ALONE!**

"totes" End struggles with heavy clumsy overshoes!

To acquaint you with these popular new easy-to-put-on latex rubbers, we'll gladly send you two pairs FREE. Use them as "emergency spares" for children who forget their own. . .and to help you in teaching better foot health habits.

NOTHING TO BUY — NO OBLIGATION

Just mail us this ad and the **correct name** and **address** of your favorite shoe or dep't store. We'll mail your free "totes" direct to you, postpaid, as part of our national advertising campaign. They'll be slight imperfects of regular 98c "totes" but waterproof and 100% wearable. 15,000 teachers now use these handy new overshoes. Get them for your class too while free supply lasts!

COMMENDED BY PARENTS' MAGAZINE

So-Lo MARX RUBBER Company
Loveland 7, Ohio

For that INDIAN UNIT

56 full page, 8 x 10, pictures of Indian Life to be colored by pupils. Authentic, interesting, descriptive material makes each full page a day's lesson. Tops for teaching, tops for illustration, fine for exhibit.

24 Indian dance figures and 21 Kachina dolls to be colored and mounted. 24 page manual, How to Plan an Indian Unit. Thirteen Indian Action Songs with music. Check them.

EUKABI BOOKS to cut and color.

Pueblo Indians	$.50
Navaho Indians	.50
Hopi and Zuni Indians	.50
Indians of the Plains	.50
Apache Indians	.50
Famous Chiefs	.50
21 Kachina Dolls	.50
24 American Indian Dances	.50
How to Plan an Indian Unit	.50
Indian Action Songs—Densmore	.60

Your check for **$5.00** will bring the entire list and a copy of our new catalogue, postage paid to your address. For Indian, Mexican, Eskimo, Pacific Island teaching material and crafts send 10c for new catalogue.

NATIVE AMERICAN ARTS and CRAFTS,
George R. Momyer, 1018 Pacific Avenue,
San Bernardino, California

EVERYDAY GAMES FOR CHILDREN

A well-illustrated reference book containing detailed instructions for over 300 games for all grades. Cross-indexed three ways for ready reference. Illustrated with photographs, drawings, and diagrams. Bound in hard cover. Price, postpaid, $2.75.

F. A. Owen Publishing Co.
Dansville, N. Y.

JUST OUT! NEW THRILLING SENSATION IN **CHRISTMAS CARDS**

Lustre Foils • Satins • Brilliants

MAKE BIG MONEY

Amazing values bring you easy orders! Earn Extra Dollars FAST. Big Line. Christmas Cards with Name 50 for $1.50 up. New *Glo-In-The-Dark* Tree Ornaments. Imprinted Matches. Stationery. 30 FREE Samples with Name; Several $1 Boxes on Approval.

50 for $1.50 With Name FREE Samples

JOY GREETINGS, Dept. 49-M
807 N. CARDINAL, ST. LOUIS 3, MO.

300 Printed Name & Address Labels 50¢

Imagine! 300 Gummed Labels—Nicely printed with your Name & Address. Stick 'em on Letters, Pkgs., etc.! Put up in Handy Pad form. Easily worth $1—price only 50c! Money back if not pleased!

TOWER PRESS, Inc. Box 591-NH Lynn, Mass.

Creative Music

(Continued from page 32)

"Let's climb up to the birdie in the tree." Then we dramatize the climb up with our hands, singing, "up, up, up, up," and so on. The progression may be on rising scale notes or any other situations encouraging children to vary their pitches upward.

Choosing a Rhythm

I ask a child to choose something (a rhythm) he would like to do. The child sings, "I want to skip (or march, or hop, or jump rope, and so on)." The rhythm is performed to music on the piano or record, if possible. Another time I sing, "Mary, would you like to skip?" Mary answers, singing, "Yes, I'd like to skip."

Using Rhythm-Band Instruments

I hold up an instrument and sing, "Would you like to play the drum?" Child answers, "Yes, I'd like to play the drum." (He plays to musical accompaniment.) This is a good way to familiarize children with the various instruments.

For those that have no rhythm-band instruments, I suggest the following technique. The teacher first sings, by way of illustration, "I can play my little horn, toot-toot; toot-toot; toot-toot." (Any other instrument may be chosen.) Then the children choose various make-believe instruments—i.e.,
I can play my—
drum—boom, boom
tambourine—jingle, jingle
triangle—ding, ding
cymbals—crash, crash
banjo—ping, ping
violin—mm-mm

To Improve Phrasing

The question-and-answer technique helps to develop a sense of phrasing in children. Here is another question-and-answer game that also develops observation, and gives the child great satisfaction, because it is so personal. I sing, "Do you like my dress?" Child sings, "Yes, I like your dress." (A negative reply does not minimize the value of the game.) The child who answers gets a turn to choose something.

After a child has been initiated into the techniques of creative musical expression, he will often originate a musical game because a situation will suggest it to him—and he now has a new way of expressing himself.

The Last Bell Rings on the First Day Back

(Continued from page 22)

of paper on which each child is to write his name, and drop his slip into a box. Then explain that this box represents the class, and when it is time to choose a helper, a name will be drawn out of the box. There is equal chance for all.

In the previous discussion, you no doubt have found need for such responsibilities as book monitors, watering plants, dusting, leader of flag salute, counting hot lunches, and taking roll. (These will vary with the age group and school system.) Instead of one person's always doing the same job, set up a schedule for rotating the jobs. The schedule may be made to serve any length of time. Charting the names so that no person repeats a duty can be a class project.

Handing in papers on time can sometimes be a problem and keeping sets of papers straight can equally be a task. Why not place this responsibility on each pupil? It is up to him to see that his assignment is in. Use sheets of colored construction paper folded in half. Label plainly the outside of the folder ARITHMETIC, SPELLING, DAILY ASSIGNMENT, or whatever you require. For the inside take a large piece of squared paper. Across the top fill in the number or title of the assignment. List class names down the left-hand side. There's new pride in completed assignments when part of the job is checking the proper place yourself.

Library-book pockets glued on a large cardboard provide useful "private mailboxes" for each pupil. (The names can be clipped on the tops of pockets so that changes in room enrollment are easily met.) Special instructions or messages sometimes forgotten can now be quickly written up and placed in a pupil's box—just another way to keep that important individual contact in working order.

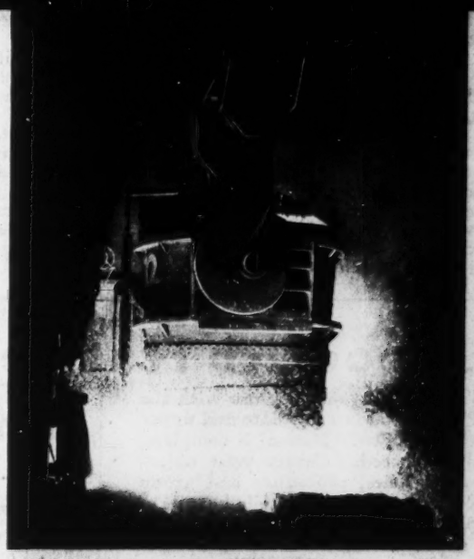
Do you have to collect money for books? Someone can cut out symbols of books, and as the pupils pay the fee they put the symbol under the clip. Field-trip permits, P.T.A. notices, and endless details that can be a chore can now be handled by the class. The pupils love the responsibility.

Pockets can be put on the inside of a closet door where each pupil can find school bulletins, menus, schedules, and announcements he is interested in. The children learn to find out information for themselves; they are being independent and resourceful; they are ready to work together as individuals.

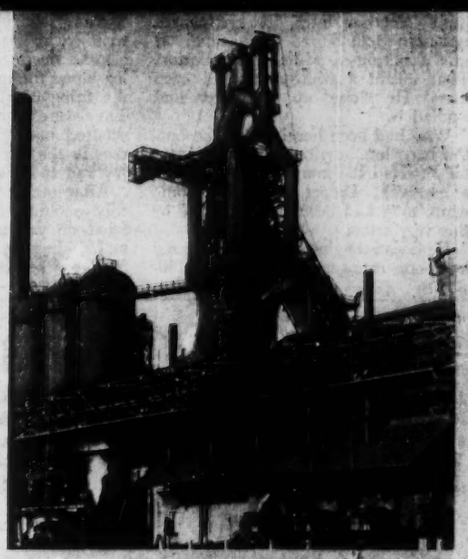
The last bell rings on the first day back. How is your laboratory stocked for the year? Start on the top shelf of smiles, surprises, and success!

Report on
COAL'S ROLE IN STEEL PRODUCTION

Why Steel Plants Grow in Coal Fields



Molten metal being formed into ingots of steel. Wherever you find steelmaking, you find coal mines nearby. It takes as much coal as iron to produce steel.



Her n the blast furnace, coke made from coal is combined with iron ore, limestone, and air. This is one of the first steps in the production of steel.

For every ton of steel—a ton of coal! Just as America depends on steel—steel depends on coal. Every ton of steel requires a ton of coal in the making. Coal, baked into coke, supplies heat for smelting. At the same time it furnishes carbon monoxide to free iron from its ore.

Steelmaking—only one of coal's jobs! It takes a lot of coal to match today's huge steel production . . . up to 100 million tons a year. Yet all this coal is only about ⅕ of our nation's output. Electricity takes a fifth; industrial power, more than a fifth. Coal heats 15 million homes and helps run our railroads. From coal chemicals come thousands of products like nylon, plastics, "wonder drugs," and even perfumes.

Plenty of coal for every need! Fortunately, 90% of America's fuel resources are coal; and the progressive coal industry, highly mechanized and efficient, is the most productive in the world. These privately managed bituminous coal companies, while meeting all of today's needs, are making ready in every way to supply the even greater tonnages the future will surely require.

BITUMINOUS COAL
BITUMINOUS COAL INSTITUTE
A DEPARTMENT OF NATIONAL COAL ASSOCIATION
Washington, D. C.

FREE TO TEACHERS

"CLASS REPORT," a new 16-page booklet, illustrated in color, for intermediate grades. May be used as basis of class unit on coal.

For your copy and a list of other teachers' aids, fill in this coupon and send it to: *Bituminous Coal Institute, Educational Division, 320 Southern Building, Washington 5, D. C.*

(PLEASE PRINT)
Name_____
Street_____
City_____ Zone___ State_____
Position or grade_____

The Buckskin Folder

(Continued from page 41)

clever enough to get this close to a village without being seen or heard. Yes, he was learning much. He would become a great explorer. He would discover new lands and new streams and new lakes.

Finally, he spotted a young Indian boy whom he knew. Because they were friends, Daniel knew that the other Indians would not harm him. Straightening up, he called the boy's name loudly. He didn't want to appear frightened or to let the Indians think he was cautious of them. The boy looked up and Daniel waved to him. The boy waved back.

The dogs began to bark and the men started up out of their resting positions. But when they saw that the two boys knew each other, they called for Daniel to come into camp.

Young Daniel walked in boldly. The Indians not only welcomed him but also fed him. He told them about the deer and offered them the meat, or most of it, since it would spoil. They were glad for it and said that they would set out for it on the morrow. As Daniel lay resting in a wigwam sometime later, his eye caught something half buried in the sand. It was a button—a white man's button. That meant a white man had been here. He picked up the button and studied it.

Who had been here? Had the button been left intentionally or accidentally? Had the man been a friend or a captive? Daniel knew that some white men had been taken captive by this very tribe.

He began digging deeper in the sand and soon came upon a buckskin folder. Opening it he saw a note written in English. The boy's heart pounded from excitement, for here was a message—a message to a white man from a white man.

Daniel carefully went over the words, but could make out only a few of the small and simple ones. He puzzled and puzzled over it until, hearing footsteps close by, he tucked the buckskin folder into his shirt. Then he carefully swept his hand over the sand so that no one would suspect he had been digging there.

Yes, young Daniel was a clever boy but at the moment he did not feel clever at all. What did the message say? He could not read it, and he wanted to know so much.

As the Indian youth entered, young Daniel smiled at him quickly. The two talked awhile before stretching out on some hides to sleep inside the wigwam. This wigwam seemed to be a kind of guest house, or was it also a prison for captives? Daniel only wished he knew.

The next morning Daniel went with the warriors to get the venison. He gave it to them, as agreed, keeping out only a little to carry with him on his back. As they turned to go back to camp, he told them good-by and went on his way, for he had come to a great decision. He was still trudging along the next day when he heard the firing of guns and men shouting. They were white men, he knew. He shouted back. Then he saw his father in the party and with a shout of joy ran to meet him.

After greeting his son, Daniel's father scolded him sternly. "Daniel, what do you mean by running away and hiding in the forest like this? Your mother has been almost ill with worry. Besides, these men have lost valuable time away from their ground clearing just to help me locate you."

"I thought I would make a home and a school for myself out here," Daniel replied. "But I decided to return home, Father, and was on my way back to give you this. I found it in an Indian village."

The boy took out the buckskin folder and handed it to his father. With his head hanging in shame, he said, "I couldn't read it."

Mr. Boone examined it, took out the note, read it, and then exclaimed, "Why, this is from Jonathan Truett, the man who has been lost for over a year. He is being held captive by the Indians and tells where they have taken him. Son, you have probably saved this man's life. We can now take steps to rescue him. He wrote the note just recently when he was being moved from one place to another."

Young Daniel's face was eager now, glad that he had been of help. But he said, "That's why I was coming back—to bring the note and get back to school. I know now that even in the wilderness I need to have some book learning. So I guess I'll study hard and then I won't have to stay in so much. Then I'll have more time to get out into the woods, too."

His father looked at the boy. "If that's the way you feel," he said, "I won't punish you this time. Maybe the master won't punish you either."

But Daniel wasn't sure about that. He knew the schoolmaster was stern and exacting. He could almost feel the sting of the hickory stick on his legs. Yet it would be worth it to get back and learn all he could so that some day he could explore the country to the west.

Mary Escapes the Crosspatches

(Continued from page 86)

ALL FAIRIES—Of course it is fun to laugh. Don't forget it. *(All shake their fingers at her.)*

FIFTH SUNSHINE FAIRY—
It's time for us to leave you;
Remember what we've done.
Keep smiling, share your toys,
And you'll have lots of fun.

MARY—Thank you again, Sunshine Fairies, for coming. I promise you I will remember.

ALL FAIRIES—Good-by; good-by. *(All skip out gaily singing as Mary sinks back on the couch and falls asleep.)*

MOTHER *(enters with full shopping bag)*—Why, Mary, are you asleep?

MARY *(sits up, rubs eyes)*—I guess I was dreaming, but let me tell you about it. First the Crosspatches came. They were horrible-looking and never smiled. They were dragging me off to their old dark cave because they said I was one of them. Then the Sunshine Fairies rescued me. They were happy fairies and they danced and sang. I danced and sang with them.

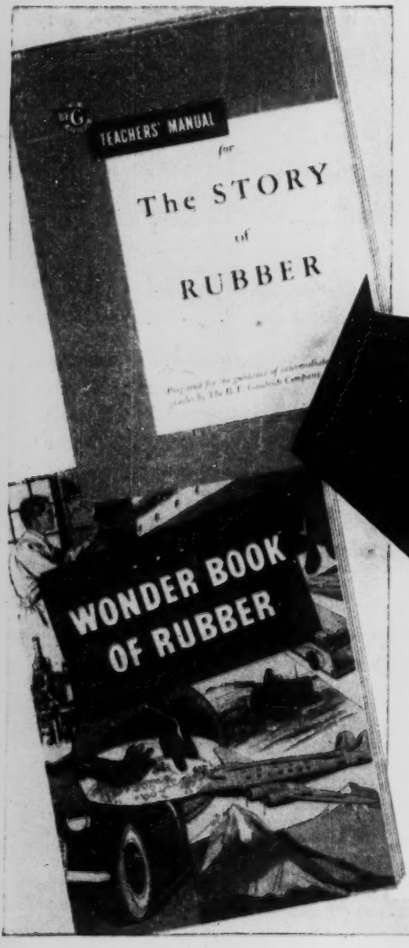
MOTHER *(laughs)*—So long as the Sunshine Fairies rescued you it turned out all right.

MARY—I'm going out to play ball right away. I'll show those mean old Crosspatches. I wouldn't be one of them for a million dollars.

MOTHER—Good for you! I'll go out to the kitchen and make that deep-dish apple pie I promised. *(Exits.)*

MARY *(opens window, calls)*—Hey, kids, I'm coming over to play ball. I'll bring my new catcher's mitt and we can all take turns using it. *(She rushes from room as curtain falls.)*

B. F. Goodrich Free Teaching Aids



THESE FREE TEACHING AIDS help you tell the complete *Story of Rubber*

(1) TEACHERS' MANUAL . . . for use with the Wonder Book of Rubber in intermediate and upper grade classroom instruction. Manual is complete, factual, expertly prepared. Covers your objectives; suggests approaches, procedure and group projects. Gives history of rubber; tells how rubber is grown, processed. Covers uses of rubber.

(2) WONDER BOOK OF RUBBER . . . (Copies for every pupil in your class). The *Wonder Book* is an attractive, 32-page book of the cartoon type children love. Four-color drawings illustrate tire manufacture; how De-Icers work; how man-made rubber is produced; preparation of crude rubber for market; uses of rubber in automobiles, airplanes, the home . . . and many other subjects pertaining to the story of rubber.

NOW! ONE OF TODAY'S ***MOST NEEDED*** TEACHING AIDS!

You can use *Johnson Makes the Team*, a 32-page, four-color cartoon book, to show how the American system of competitive enterprise works and how each of us benefits from it. Copies for every pupil in your class. Designed to win the interest and attention of young people in upper grades, junior and senior high. Accompanying teachers' manual suggests activities for students, lists discussion questions, is keyed to text.

Public Relations Department
The B. F. Goodrich Company, Akron, Ohio

Please send me the free teaching aids indicated below:

☐ WONDER BOOK OF RUBBER. Number of copies: .....

☐ JOHNSON MAKES THE TEAM. (For Junior and Senior High) Number of copies:

One teachers' manual will be supplied with each request filled. Additional copies available on request.

Name .....
School .....
Address .....
City ..... State .....

Appleseed and the Promise Lily

(Continued from page 87)

darling. No wonder you won't eat. We need something else besides cornmeal gruel or broth made from jerked beef—something different. Oh, I wish Bert would hurry back. (*Caresses the child's head as the baby moans a little.*) My sweet! (*Stirs fire again, wraps a shawl about her shoulders.*) Frost tonight. If we were back home, we'd go out in the garden and cut all the late flowers. But here there are no flowers. I don't mind, though, as long as Bert is doing what he thinks is right. Ever since we were children Bert has wanted to come West. It has always been his dream. If only the baby didn't have to suffer! (*Sits by fire; buries her face in her hands.*)

BERT (*entering, excited*)—Margaret! Margaret! Look what I found.

MARGARET—What?

BERT—Apples! See, Margaret, apples! Like we used to have at home! (*Takes apples from his pockets.*)

MARGARET (*jumping up*)—Oh, how wonderful! Let me see.

BERT—I found four apple trees probably about eleven or twelve years old. They are growing near a tiny spring which is down in a little draw. You'd never know they were there. The land looks flat. But it falls away. All of a sudden I looked down, and there was this little place below me with the trees.

MARGARET—I'll get right to work making a sauce of the apples. I'll strain it through a cloth and see if I can get Jean to eat it.

BERT—I'll bet she will.

MARGARET (*beginning to peel apples into pan*)—You help me, Bert, so we can get it ready faster.

BERT (*taking out knife and beginning to peel an apple*)—I guess I'll scrape off a little apple with my knife. I'll see if she likes it.

MARGARET—Just a little, Bert. It might not agree with her.

BERT (*scraping apple and offering it to child*)—Margaret, she's taking it!

MARGARET—Oh, I'm so glad! If we can get her to eating, she'll get well.

BERT (*busy scraping*)—She's sure going after this.

(*Baby makes sounds of approval.*)

MARGARET—She even sounds better already. Were there many apples?

BERT—A lot of them. Animals had broken through the old rail fence and eaten what had fallen. But lots were on the trees. There were a few grapes, too. I didn't have any way to carry them, so I didn't pick them. I thought we could go back later and get them.

MARGARET—Grape juice would be wonderful for the baby. Bert, do you suppose that old man who came to the school one day when we were kids planted these apples?

BERT—I know he did—no supposing about it. I know.

MARGARET—Bert, how could you know? Had he carved his name in a stone or something?

BERT—No. He just planted for the sheer joy of planting. He didn't care about getting the credit.

MARGARET—I remember he said the desert would blossom like a rose, only we'd have to plant the roses. But, Bert, what makes you so sure he planted these apples?

BERT—I'll show you. (*He pulls a purple flower from inside his shirt.*)

MARGARET—Bert! It's a promise lily.

BERT (*agreeing*)—Like the ones your mother had in her garden. Remember, Mary Ann had some bulbs in her basket for her that day. Appleseed offered to buy them, but she gave them to him. She'll be glad she did when we write her about this miracle.

MARGARET—The folks at home will find it hard to believe that our very own apple seeds started trees that saved our baby's life.

BERT—And we're not the only ones. Johnny Appleseed started trees growing wherever he went. Thousands have enjoyed their fruits. They've probably saved the life of more than one traveler before this.

EDITORIAL NOTE: We are very pleased to learn that last spring Mrs. Crank, the author of this play, received an award (medal and one hundred dollars) from the Freedoms Foundation for an essay she wrote on the American Way.

Those Next-Door Neighbors

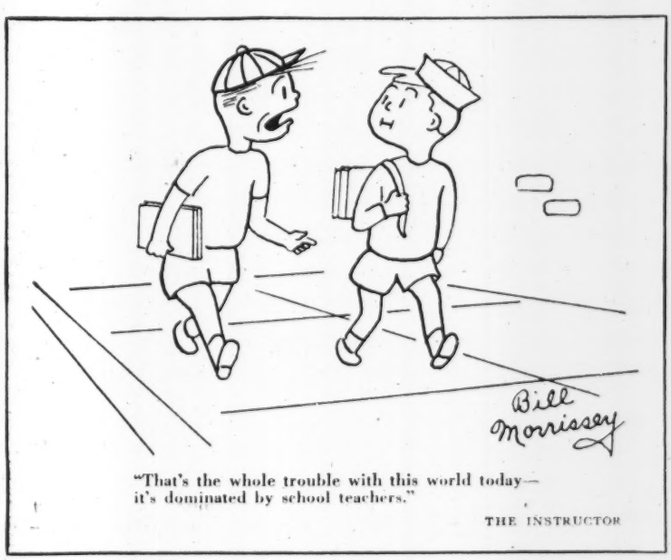
(Continued from page 72)

hard. "I suppose everybody has to have ancestors, really," she said.

"But of course," Mrs. Jersey smiled. "My breed was developed to give rich milk, with lots of cream in it."

"And mine was developed to give both milk and cream," Mrs. Ayrshire said.

"Well," Mrs. Holstein admitted, "I give a great deal of milk, but it's not so rich in cream." Suddenly she felt better. She liked these ladies. "How nice to know all these things!" she said. "Just wait until I tell Amiable. We ladies really must get better acquainted."



"That's the whole trouble with this world today—it's dominated by school teachers."

THE INSTRUCTOR

PAGES PACKED

with CLASSROOM HELPS YOU NEED!

Have you seen the NEW CHILDREN'S ACTIVITIES?

Now completely new from cover to cover... new handier size; more exciting stories and features; clearer, brighter, action-packed illustrations; more activity pages.

$4 One Year 10 issues

Get these AUTHENTIC HELPS!

Kindergarten and Primary Monthly

written by authorities in child education and entertainment.

CHILDREN'S ACTIVITIES provides a truly well-balanced education and fun program. The best works of over 500 authors and artists are used each year—all gleaned from a field of over 2,000 specialists in juvenile literature and art.

Every issue offers a wealth of stories covering science, history, geography and other subjects; poems that are humorous and serious; activity pages to color or trace; projects to make; plays and skits; special features by educators; book and record reviews. In 10 issues you'll find over 100 stories, 100 poems, 110 things to do, 50 pages to color, 35 puzzles, 620 beautiful illustrations, 60 special features.

Begin the school year right. Order your subscription now... TODAY.

SPECIAL TRIAL OFFER

with Money Back Guarantee

Give CHILDREN'S ACTIVITIES a trial at this introductory rate... $2 for 5 idea-packed issues, one each month beginning with September, 1953.

If not completely satisfied with this outstanding teaching aid, notify us and your unexpired subscription money will be returned promptly.

FIVE Big Issues only $2.00

Subscribe NOW for CHILDREN'S ACTIVITIES

Endorsed and highly recommended by school boards, PTA's, the clergy, the judges. CHILDREN'S ACTIVITIES is now benefiting over a million children and their parents; thousands of teachers use it daily.

Child Training Association, Inc.
1111 South Wabash Avenue,
Chicago 5, Illinois

Please start CHILDREN'S ACTIVITIES with ..... issue.
☐ I enclose $4 for 10 issues.
☐ Enclosed is $2 for SPECIAL Trial Offer ... 5 issues, beginning with the September, 1953, issue.

GROUP SUBSCRIPTION RATES (Specify number)
☐ (2 or more to same address) $3.50 per year—10 issues each.

NAME .....

ADDRESS .....

CITY..... ZONE.... STATE.....

Educators ARE PEOPLE. And people everywhere want to know what's going on in this fast-paced world of ours . . . what's ahead.

NEWSWEEK is the ONE newsmagazine that not only reports the news as objectively as humanly possible, but —and it's an important "but"—entirely apart from factual news and clearly labeled, *gives an analysis of its significance and the most probable consequences.* Then rounds out the news picture with the "signed opinions" of authoritative analysts, who give their uninhibited personal views on important issues and questions of the day.

Whether it's politics, international affairs, business or the latest hit movie, scientific discovery or stimulating personality, NEWSWEEK reports it all—fully, impartially, dependably.

SPECIAL RATE TO EDUCATORS AND LIBRARIANS
ONE YEAR $4.50
United States and Canada
(Regular Rate $6.00)
PLEASE SHOW SCHOOL AFFILIATION
Semi-annual index automatically sent to subscribing libraries free.

YOU WILL KEEP BEST-INFORMED WITH
Newsweek – *The Magazine of News Significance*

There's Never Any Question About . . . . . .

NATURE MAGAZINE

It comes into the home and school with the fresh, clean breath of the out-doors—with fascinating stories, illustrated with many pictures, about creatures found there with information on birds, animals, fishes, insects and the whole world of the wild with information on astronomy, outdoor photography, gardening, conservation of our natural resources and allied subjects.

A magazine for the SCHOOL, HOME AND LIBRARY

Teachers and students find it a storehouse of information on Nature subjects. A valuable source of ideas and excellent for reference and correlative reading. Dr. E. Laurence Palmer's notable educational inserts in alternate issues, and his school page in each issue, are becoming indispensable to many teachers of general science and nature study.

Regularly $4.00 a year. To Teachers, Schools, Libraries, etc. $3.25

CHILD LIFE

Child Life—the children's own magazine

Widely used for teaching in both homes and schools

1 Year $3 2 Years $5 3 Years $7

Special Rate to Teachers, Schools, Libraries $2.50

GOOD READING FOR BOYS BEGINS WITH BOYS' LIFE...

America's finest magazine for *all* boys.

BOYS' LIFE offers carefully selected, wholesome, reading for all boys—8-17. Adventure packed fiction, feature articles on the outdoors, sports, nature, crafts, hobbies, and a 12-page color supplement of top calibre "comics."

Published by the Boy Scouts of America.

BOYS' LIFE BELONGS ON YOUR READING LIST FOR *ALL* BOYS

12 issues $3.00 (1 yr.) **24 issues $5.00 (2 yrs.)** **36 issues $6.00 (3 yrs.)**

Must reading for over a million girls!

- FASHIONS
- GROOMING
- ETIQUETTE
- STORIES
- SERIALS
- CAREERS
- PATTERNS
- SPORTS
- CRAFTS

—And more and more 10 to 17 year old girls are turning to The AMERICAN GIRL Magazine . . . with the approval of their parents . . . at the recommendation of teachers and librarians.

Each month's issue is crammed with the helpful, wholesome entertaining reading every girl looks forward to—doesn't want to miss. For it's specially edited and published for her and for ALL GIRLS by the Girl Scouts of the U. S. A.

THE AMERICAN GIRL

24 ISSUES (2 YEARS) ONLY $4.00
12 ISSUES (1 YEAR) ONLY $2.50

PUBLISHED BY THE GIRL SCOUTS—FOR ALL GIRLS

Check This Bargain List!

Fall is the easiest and most natural time for placing magazine orders in the school field. That's why THE INSTRUCTOR has established this service—to offer teachers the magazines that will meet all their needs on the best possible price and service basis. You will find it easy to send us ONE ORDER for ALL your magazines. No need to send any money—we'll bill you payable in thirty days.

MAGAZINES for Every Need-Order Now

Prices apply only in the United States. Prices for Canada and foreign countries will be quoted on request. In many cases substantial savings may be achieved by ordering for a period of more than one year. Two-year prices are quoted in the right-hand column.

	Sub. 1 Yr.	Term 2 Yrs.
AMERICAN CHILDHOOD (10 nos.)	$4.00	$7.00
with THE INSTRUCTOR, ea. 1 yr.	7.00	
AMERICAN GIRL	2.50	4.00
AMERICAN HOME	2.50	4.00
AMERICAN MAGAZINE	3.50	5.50
Same—3 years	7.50	
AMERICAS (English, Portuguese or Spanish Edition)	3.00	5.00
ATHLETIC JOURNAL (10 nos.)	2.00	3.00
ATLANTIC MONTHLY	6.00	11.00
BETTER HOMES & GARDENS	3.00	5.00
Same—3 years	7.00	
BOYS' LIFE	3.00	5.00
CHANGING TIMES—The Kiplinger Magazine (12 nos.)	6.00	10.00
CHILDHOOD EDUCATION (9 nos.)	4.50	8.00
CHILD LIFE	3.00	5.00
To Teachers—1 year	2.50	
CHILDREN'S ACTIVITIES (10 nos.)	4.00	7.00
with THE INSTRUCTOR, ea. 1 yr.	7.00	
CHILDREN'S DIGEST (10 nos.)	3.00	5.00
CHILDREN'S PLAYMATE	2.00	3.75
CHRISTIAN HERALD	3.00	5.00
CLASSICS ILLUSTRATED	1.80	
COLLIER'S	3.50	6.00
Same—3 years	8.00	
COSMOPOLITAN	4.20	
COUNTRY GENTLEMAN (The sale of Country Gentleman subscriptions is intended to be confined to those persons having a bona fide interest in agriculture.)	1.00	
Same—3 years	2.00	
CURRENT HISTORY	6.00	11.00
EDUCATIONAL MUSIC MAGAZINE (Quarterly)	1.50	2.75
Same—3 years	4.00	
ELEMENTARY ENGLISH (8 nos.)	3.50	
ELEMENTARY SCHOOL JOURNAL (9 nos.)	4.50	
ESQUIRE	6.00	10.00
ETUDE, MUSIC MAGAZINE	3.50	6.00
FORECAST (Food) (10 nos.)	3.50	6.00
FORTUNE—Magazine of Management New and renewal subscriptions	10.00	15.00
GOOD HOUSEKEEPING	3.50	5.50
HARPER'S MAGAZINE	5.00	8.00
HIGHLIGHTS FOR CHILDREN (10 nos.)	5.00	9.00
To Schools and Libraries	4.00	
HOLIDAY	5.00	8.00
Same 9 months	3.50	
This special offer for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
HOUSE BEAUTIFUL (12 nos.)	5.00	7.50
HUMPTY-DUMPTY'S MAGAZINE 10 Iss.	3.00	5.00
with Children's Digest	5.00	
IDEALS (Paper Cover) (16 Books)	6.50	12.00
THE INSTRUCTOR (10 nos.)	4.00	7.00
with American Childhood, ea. 1 yr.	7.00	
with Children's Activities, ea. 1 yr.	7.00	
with Children's Digest, ea. 1 yr.	6.00	
with Highlights for Children, ea. 1 yr.	7.75	
with Jr. Arts & Activities, ea. 1 yr.	7.75	
JACK & JILL	2.50	4.00
Same—9 months	1.75	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		

	Sub. 1 Yr.	Term 2 Yrs.
JUNIOR ARTS & ACTIVITIES (10 nos.)	5.00	9.00
with THE INSTRUCTOR, ea. 1 yr.	7.75	
LADIES' HOME JOURNAL	3.50	6.00
Same—3 years	8.50	
Same—9 months	2.50	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
LIFE	6.75	11.00
To Clergymen & Educators, 1 yr.	4.00	
LOOK (26 nos.)	3.50	6.00
MADEMOISELLE	3.50	6.00
McCALL'S MAGAZINE	3.00	5.00
NATURE MAGAZINE (10 nos.)	4.00	
To Libraries, Schools, Educators and Clergy (10 nos.)	3.25	
NEWSWEEK—Magazine of News Significance	6.00	9.00
Special rate to Clergy, Educators, and Libraries	4.50	8.00
OMNIBOOK	4.00	7.00
OPEN ROAD—AMERICAN BOY	3.00	5.00
Special Offer to Libraries, Schools, and Teachers	2.50	
OUTDOOR LIFE	3.00	5.50
PARENTS' MAGAZINE	3.00	5.00
with INSTRUCTOR	6.50	
PATHFINDER—The Town Journal	1.00	1.50
Same—3 years	2.00	
PIGGITY'S ANIMAL STORY MAGAZINE (Until Oct. 31) Charter Rate	2.50	5.00
PLAYS (8 nos.)	4.00	7.00
POPULAR MECHANICS	3.50	6.00
POPULAR SCIENCE MONTHLY	3.00	5.50
PRACTICAL HOME ECONOMICS (10 nos.)	3.00	5.00
PROGRESSIVE EDUCATION (7 nos.)	4.25	7.50
RADIO AND TELEVISION NEWS	4.00	7.00
Same—3 years	9.00	
READ—1-9 copies to 1 address	1.50	
10 or more copies to 1 address	.50	
READER'S DIGEST	3.00	
Same—2 years or two 1 yr. subs. ordered by the same person	5.00	
REDBOOK	3.00	5.00
SATURDAY EVENING POST	6.00	10.00
Same—3 years	14.00	
Same—School Offer (35 weeks)	3.50	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
SATURDAY REVIEW	7.00	12.00
SCHOOL ARTS MAGAZINE	5.00	
SCHOOL MUSICIAN (10 nos.)	2.00	3.50
SCIENCE DIGEST	3.00	5.00
SCIENTIFIC AMERICAN	5.00	9.00
SENIOR SCHOLASTIC Teachers' Edition (30 nos.)	2.00	
Students' Edition (30 nos.)	1.30	
STORY PARADE (For Boys and Girls) (10 nos.)	3.00	5.50
TIME—Weekly Newsmagazine New and renewal subs.	6.00	10.50
To Educators, Clergymen	4.75	
TODAY'S HEALTH	3.00	5.00
UNCLE RAY'S MAGAZINE (10 nos.)	2.50	4.00
U.S. NEWS-WORLD REPORT	5.00	8.00
WEE WISDOM (For Boys and Girls)	2.00	4.00
WHAT'S NEW IN HOME ECONOMICS (10 nos.) (Trade only)	3.50	6.00
WOMAN'S HOME COMPANION	3.00	5.00

THE INSTRUCTOR SUBSCRIPTION AGENCY, Dansville, N. Y.

Enter my subscription to THE INSTRUCTOR Magazine,

starting with the ..... issue.

☐ One Year $4 ☐ Two Years $7

Also send me the magazines listed below:

.....

.....

.....

.....

This order totals $..... IN953

☐ Enclosed is $....., payment in full. ☐ Bill me. I will pay in 30 days.

NAME .....

St. or R.D. .....

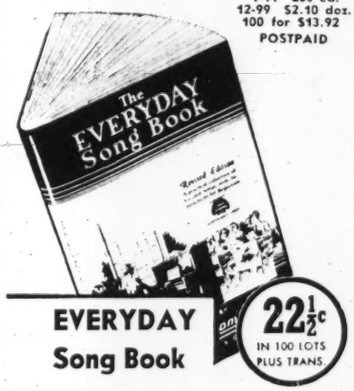
Post Office and Zone ..... **State** .....

Here's the SONGBOOK to Start Classes Humming

One Hundred and ONE Best Songs

Used by thousands of schools . . . in classroom and assembly. Best selection of school, folk, patriotic and religious melodies . . . plus old favorites, solos, choruses, part songs, spirituals, carols, hymns . . . for *all* grades. Words and music complete. Endorsed by educators. New revised edition attractively bound.

1-11 20c ea.
12-99 $2.10 doz.
100 for $13.92
POSTPAID



EVERYDAY Song Book

A real find for the primary teacher! Over 200 graded selections, with words and music. Patriotic, religious, and popular numbers with rounds, carols, choruses and singing games that *all children love*. Also, valuable instruction methods and helpful outline of program material for entire year. Printed on clear, white paper.

1-11 30c ea.
12-99 $3.20 doz.
100 for $23.58
POSTPAID

101 Famous Poems

Carefully selected literary gems . . . best works of 71 *greatest* poets from Shakespeare to Sandburg. Each with author's photo and brief notes. Inspiring, enjoyable! Idea encouragement for sound cultural growth. Collection of unrivalled popularity . . . in choice of three editions.

CLASSROOM EDITION $.60 ea.
Durable embossed cover

LIBRARY EDITION $1.50 ea.
Heavy cloth covers

GIFT EDITION - boxed $2 ea.
Beautiful Binding in Kraft Leather

The CABLE Co.

SEND COUPON TODAY

20 E. Jackson Blvd., Chicago 4, Ill.

Rush me the books checked below:

..... copies "101 Best Songs"
..... copies "Everyday Song Book"
..... copies "101 Famous Poems"

☐ Enclose $..... ☐ Send C.O.D.
☐ Ship now. I will pay on Oct. 15th.

Name _____

Address _____

City _____ State _____

Pakistan

(*Continued from page 30*)

suffering from poor management of production and distribution, and from the damage done by the locust hordes.

Religion

The majority of the Pakistanis are followers of the prophet Mohammed, who was born in Mecca in southern Arabia. Mohammed's religion was based on the brotherhood of man. There is no caste system in the Moslem religion, but its rules of conduct are quite strict.

Leaders

One of the great Moslem leaders in modern times was Mohammed Ali Jinnah. He became Prime Minister in 1947 when the country gained independence. Jinnah held the office until his death in November 1948.

His successor was Zafrullah Khan, a brilliant lawyer of international reputation. Later, Liaquat Ali Khan served as Premier until killed by an assassin in 1951. The next premier was Sir Khwaja Nazimuddin who was Governor General. Ghulam Mohammed was then named Governor General.

In April 1953, the Governor General replaced Nazimuddin with a 44-year-old career diplomat, Mohammed Ali. Dissatisfaction with the financial situation of the country and increasing hunger among the people was credited to Nazimuddin's poor management.

Mohammed Ali, the new Prime Minister, has given the people assurance that all groups will be treated justly. Formerly parliamentary secretary to Sir Khwaja Nazimuddin, he helped enact a land-reform law in which even his own large lands were distributed among the tenant farmers.

Constitution

Almost six years after receiving its independence, Pakistan is still a country without a constitution. One inhibiting factor is the mullahs (teachers of Moslem law) of Tahore who had been quite powerful in directing policies affecting the people and government. When they saw new government buildings, industries, banks, schools, and hospitals, they interpreted this as being against Moslem law. They were further disturbed when the women of Pakistan began to shed their veils. The mullahs have insisted that the constitution be based on the Koran and Moslem law. As a result, this nation of 76 million people is still without a Constitution.

Resources

Recent geological surveys have revealed rich deposits of chromite, sulphur, petroleum, and coal in Pakistan. There are also deposits of salt, lime, steatite, gypsum, asbestos, and antimony. Eastern Pakistan has cotton spinning and weaving, flour milling, and other food processing. The western part is developing iron and steel plants, and building up its railway shops. Road building is progressing as well as irrigation projects.

Problems

An adequate food supply is the big problem. Land reforms have been effected, but financial and supervisory assistance is needed.

Pakistan received a World Bank loan in 1952. One sum, $27,200,000, was allocated to improve their railroads. Another loan of $3,250,000 was provided to develop agriculture, including irrigation canals, seed, and equipment.

ANN MARIE'S WORKSHOP
25th Anniversary
SILVER JUBILEE OFFER

A Quarter Century of pleasant relations with the Teaching Profession —Ann Marie

ART and ACTIVITY

Material for the LOWER GRADES

1953-54 TEACHER-PLANS

With Integrating Work Charts - Planning Schedules

- SOCIAL STUDIES
- CLASSROOM ACTIVITIES
- WINDOW PICTURES
- BLACKBOARD BORDERS
- HEALTH
- HANDICRAFTS
- NATURE STUDIES
- POSTERS

A Sterling Silver word of appreciation to the more than 50,000 teachers who during the past quarter of a century have relied upon Ann Marie's TEACHER-PLANS.

The thousands of expressions of satisfaction we have received have inspired us and we have made every effort to have our big Silver Jubilee 1953-54 TEACHER-PLANS an unforgettable BEST.

TEACHER-PLANS more than ever help busy teachers. They are designed to develop concepts and further creative art abilities of the children. TEACHER-PLANS supplementary material will allow more time for individual instruction.

All projects are printed on appropriate colored paper—ready to use—with detailed suggestions of how to integrate them with your daily schedule. TEACHER-PLANS Art and Activity material can be correlated with Social Studies, Health, Citizenship, History, Geography and other activities—excellent finger tip material.

25 years of constant study and research with a continuous review of educational advancements enable us to offer a bigger and improved service for our Silver Jubilee 1953-54 TEACHER-PLANS. Four portfolios of new, carefully constructed aids with all pictures clearly outlined. Enough material for the entire school year including seasons and most holidays.

The children will be delighted with TEACHER-PLANS. Prepare ahead for the entire year. Send your order TODAY.

FREE

A special Silver Anniversary packet of activity material to all who send full payment with their order. Entirely new material. Not sold separately.

Over 50,000 teachers have used Ann Marie's TEACHER-PLANS

ANN MARIE'S WORKSHOP, Dept. A-49
5932 Newburg Avenue, Chicago 31, Ill.

☐ I am enclosing $4.00. Please send the complete 1953-54 TEACHER-PLANS NOW entire school year's work (4 portfolios) in one package. Include Special FREE Silver Anniversary packet.

☐ Delayed payment. Please send the first (Fall) portfolio by return mail and I will send you $4.00 by October 10th for release of the other 3 portfolios.

☐ Trial Offer. I am enclosing $1.25 for the Fall packet only. If I am satisfied and desire the full service, this amount will be credited toward the full price of $4.00.

Name .....

Address .....

City & State ..... Zone .....

THE INSTRUCTOR *Magazine*

Gives You More of Everything

PROGRAM MATERIAL **SEATWORK** **STORIES** **UNITS**
GIRLS AND BOYS **DAY-BY-DAY** **PICTURES** **HANDWORK**

plus many other features.

A postcard to THE INSTRUCTOR, Dansville, N.Y., enters your subscription. One year (10 issues) $4.00. Pay later if you wish.

Scrapcraft
on a SHOESTRING!

. . . Like magic, you can turn "throw away" materials into clever, useful articles.

A cigar box becomes a ukelele . . . a used light bulb provides Santa with nice fat cheeks for a really Christmasy item . . . a spool, match boxes, cardboard and paper fasteners make a delightful little desk and chair set. **Children love these Scrapcraft group projects.** They like collecting the materials . . . and the satisfying results give them a wonderful feeling of achievement.

Every project child-tested. Suitable for small hands, children can work by themselves during your busy moments. Everything imaginable to hold interest of any child 5 to 12.

PACK O FUN

PACK-O-FUN is sparkling with new Scrapcraft ideas each month, especially designed for group activity . . . directions and illustrations are easy to follow. You'll like the variety:

Toys . . . Gifts . . . Games . . . Favors . . . Greeting Cards . . . Gift Wrappings . . . Novelties . . . with plenty of Seasonal and Holiday Material each month.

Lots of suggestions, too, for exciting group play, table top dioramas . . . plus pencil fun and puzzles.

Only $1.25 a year **10 BIG issues**

PACK-O-FUN tells how to use:

TIN CANS
PAPER
STRING
CARTONS
BUTTONS
BOTTLE CAPS
PAPER PLATES
PAPER CUPS
COAT HANGERS

and hundreds of other scrap items found in any home.

PACK-O-FUN — **ORDER TODAY!**
P. O. Box 185 Dept. SI
Park Ridge, Illinois

☐ Enclosed is $1.25 for 1 year subscription (10 issues of 24 pages or more each). GUARANTEE: If not completely satisfied, money cheerfully refunded in full.

☐ I enclose $2 for special TWO YEAR offer.

Name .....
Address .....
City ..... Zone ..... State .....

SPECIAL OFFER *SPECIAL OFFER*

Story Parade

The magazine recognized by educators because it blazes new reading trails.

Try to find a reader with no STORY PARADE stories in it!

Here's your chance to use STORY PARADE discoveries the month they are first printed.

Fresh, new fact and fiction—480 pages of it in ten issues—at less than the cost of the ordinary supplementary reader.

A teaching guide with every bulk order.

Special rates good only for the month of September:

1-4 copies, $2.75 per subscription
5-9 copies, $2.50 per subscription
10-20 copies, $2.00 per subscription

Story Parade, Poughkeepsie, New York

Find enclosed $ ..... for which please send me copies of your magazine every month for ten months.

Name .....
Address .....
City ..... State .....

Eyes That See

(Continued from page 45)

Asked to give the name or whereabouts of the thief, the Indians say they have never seen him and do not know who he is. The explanation is, of course, that the Indians read the "signs." The thief's footprints were deep, indicating the heavy feet of age. His toes pointed outward, not straight ahead, as an Indian's do. He had placed a sawhorse under the bag of corn that had hung from the rafters in order to reach it. So he couldn't have been tall. The dog sat in the dust and the mark made by his tail indicated that it was a short one.

Some very interesting dialogue to elaborate this episode can be worked up. For example, Miss Gray had the white man angrily suggest that the Indians had stolen his corn, an accusation that was properly met with indignation. In the end the white man apologized and was invited to sit with the Indians. The skit concludes with the singing of an Indian song.

Sister M. St. Luke of the Muscowequan Indian Residential School at Lestock, Saskatchewan, sent us a skit that she said made everyone laugh.

The Mystery of X Ray

A group of ladies enter a Nursing Station (could be a hospital emergency center) with one of their number who is the patient. Conversation with the nurse in charge reveals that the patient has swallowed her false teeth. Another nurse takes an X-ray picture which both nurses examine while waiting for the doctor to arrive. The false teeth are declared to be visible lodging in the patient's stomach, and remarks about the wonders of the X ray are made. A discussion of the probability of an operation ensues. In due time, the patient's housekeeper arrives to report breathlessly that the false teeth have been found. The nurses re-examine the X-ray picture and shake their heads. One says, "What a mystery is the X ray!" The housekeeper says, "What a force has the imagination!"

When children in the middle and upper grades develop skits to entertain an audience, large or small, they should be encouraged to work the material over very freely, drawing on everyone's imagination, and changing as often as desired. But finally they should agree on the exact order in which the speeches will be given, who will give each speech, and, to a large extent, exactly what each person is going to say. Particularly should the opening and the final or punch lines be memorized and rehearsed. Skits that are done to get a laugh must go off at a rapid pace.

India

(Continued from page 30)

Resources

India is mainly agricultural, but in recent years the number of industries has increased. There are iron, coal, silver, and gold mines. About three-fourths of the mica produced in the world comes from India. There are also good deposits of beryllium, chromite, nickel, bauxite, and tungsten. Other Indian products include salt, manganese, hardwoods, cotton, jute, and tea.

In the manufacturing field, there are cotton, jute, silk, and woolen mills. There is a steady increase in the manufacture of iron and steel, chemicals, automobiles, airplanes, and machinery. There are also sugar and oil mills, tanneries, and tobacco and lac factories. (Lac is an ingredient of

(Continued on page 97)

TAKE THE **JUDY** STEPS . . .

TO BETTER TEACHING

A GOOD TEACHER plus JUDY MATERIALS makes learning a lasting, satisfying experience. For where there is fun there is interest and where there is interest there is learning. JUDY MATERIALS are designed on the theory that good tools of learning must provide fun and interest. JUDY MATERIALS are sound tools which give the teacher more time for better teaching. JUDY MATERIALS are created on the basis of sound principles of instruction and demands of the school program. And, too, JUDY MATERIALS are priced to give the best value for the teaching and recreation dollar.

IT'S NEW!
ALPHASET by Judy

A complete organized set of 192 well designed velour coated pieces including CAPITALS, lower case letters, and numbers; plus an ingenious file bin box; plus a 9"x12" velour coated easel workboard. Teaches alphabetizing, indexing, word and sentence building, number usage.

Write for new descriptive catalog . . . Dept. I

THE JUDY COMPANY
310 N. 2nd Street • Minneapolis 1, Minnesota

TESTS . . . . .
for Classroom Use

Order your standardized educational and mental tests from this depository. Save time and transportation costs.

★★★★

Test publications of leading publishers carried in stock.

★★★★

Write for new catalogue.

★★★★

Bureau of Educational Research and Service
Extension Division, University of Iowa
Iowa City, Iowa

Free HANDCRAFTS MATERIALS CATALOG

NEW IDEAS! Send today for exciting catalog which shows new ways to make pottery, ceramics, jewelry, tiles. Features new big CERAMITE kiln for only $8.95. Also lists materials for modeling, sculpture, casting, and colors for china, glass, textile decoration.

ETTL STUDIOS, Inc., Studio 160
ETTL ART CENTER GLENVILLE, CONN.

THE INSTRUCTOR
GOLDEN BOOK of PROGRAMS

For any school occasion. 128 pages of Plays, Recitations, Songs, Choral Readings, and Rhythms carefully prepared, arranged, and classified for elementary schools. A constant supply of program material. $2.00. Postage prepaid on cash orders.

F. A. OWEN PUBLISHING CO.
Dansville, N. Y.

MAKE EASY MONEY IN SPARE TIME with
GLO-IN-THE-DARK CHRISTMAS ORNAMENTS

Show friends startling new Christmas decorations that glow mysteriously without wires or fire. Make big money taking quick orders from **FREE Sample!** Keep up to 50¢ of each $1 on 15 **different** money-makers: Christmas Card Assortments, Name-Imprinted **Color-Chrome** Cards, $1 Gifts, Magic Leaf. Get Assortments on approval, Samples of Name-Imprinted items and Glo-In-The-Dark *free!* Write now.

FREE Sample in Kit

MIDWEST CARD CO., 1113 Washington, Dept. 9-R St. Louis 1, Mo.

EARN CASH FOR EXTRA CLASS ACTIVITIES

SELL EXCLUSIVE
Sunshine
CHRISTMAS CARDS

NATIONALLY FAMOUS CHRISTMAS ASS'T.

21 BEAUTIFUL FOLDERS—EXCLUSIVE DESIGNS **$1**

6 MATCHING LINED ENVELOPES

The easiest, quickest and most dignified way to earn money for all class activities, equipment, supplies, projects, etc. Write for sales plan and start increasing class funds immediately.

MANY OTHER SUNSHINE EXCLUSIVE FEATURES!

Original creations from our own studios, including: Spirit of Christmas, Nature Prints, Christmas Gems Assortment, Christmas Scripture Text, Studio Christmas Assortment and Super Value Imprinted Cards. Also: Gift Wraps, Stationery, Gift Items, Everyday Items, etc.

BIG CASH PRIZE SALES CONTEST

All Sunshine Salespeople are eligible. Full details sent with samples.

SEND FOR SAMPLES ON APPROVAL

Write for them NOW, or mail coupon from service section of this magazine.

Sunshine Art Studios, Inc.

Dept. IS-9

Springfield 1, Mass. • Pasadena 3, Calif.

(If you live East of Rockies address Springfield Office)

Midnight

(Continued from page 88)

that race that can beat Corky. I've ridden 'em both, and I know. There's a fortune to be made if we can put our money on Corky—and with me riding Midnight, Corky's a cinch!"

Jamie's heart almost stopped! So, that was Anderson's plan—hold back Midnight, bet on Corky and win five times what he could get by betting on Midnight! (For Middy's reputation had gotten around.) All of a sudden the voices stopped. They were leaving! Jamie clung to the wall as if he were a part of it. The three visitors left the room, looking neither to right nor left. Only Earl Anderson remained. What to do now? If he told Dad, Midnight would be withdrawn as there was no one else available to ride him now. If Earl rode, Midnight would surely lose. Suddenly a plan worked itself out in Jamie's mind. He silently slid the huge stable door shut, and bolted it.

"What's goin' on?" yelled Earl. "Let me out of here!" It was Saturday—all the other hands were at the fair—and Earl could yell all day and not be heard back here. Clutching the saddle closely, Jamie was now moving as fast as he could in the direction of the main house. Dad and Bob were still gabbing on the porch.

"Everything O.K.?" called out Dad.

"Sure is," answered Jamie.

"Guess we better get a move on. Only three hours before race time," said Dad.

"See you at the fair," called Bob. "And good luck."

"We'll need it," muttered Jamie.

The roads were clogged with people heading for the fair *and* the race. In this part of the country people take their horses very seriously, and the best in the country were racing today.

Midnight had been vanned to the fair by a neighbor, and he was munching his oats calmly when Dad and Jamie got there as if he knew what was expected of him.

"Wonder where Earl is?" asked Dad.

"I saw him over at Bob's. He'll be here soon," answered Jamie.

He had to figure out a way to get Dad out of the stable before two o'clock. He mustn't know that Earl wasn't riding Middy. Jamie glanced at his watch. It was 1:35 and he'd have to act fast. He stepped outside the stall, grabbed a pencil, scribbled a note on a piece of paper and handed it to a boy who was standing near by. A few minutes later, an announcement was heard blaring over the P.A. system.

"Mr. Jim Davis, please report to the judges' stand."

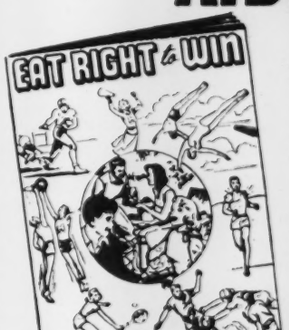
Dad jumped to his feet. "What can be wrong now?" he almost shouted. "I'll have to get over there fast. Be back in a minute."

But one look at the people convinced Jamie that his father would be lucky if he were back in ten minutes, and that was all the time he needed. He scrambled quickly into the jockey's silks which were supposed to be for Earl. Somehow he managed to saddle Middy, and then, by propping himself against the stable wall and standing on a chair and a pail, he climbed awkwardly onto Middy's back. Middy knew what was expected of him; he kept perfectly still.

Jamie felt weak and a little dizzy, but he held on as tightly as he could with his thin weak legs. Now he urged Midnight out of the stall. As the horse walked gracefully along, Jamie felt the strength somehow return to his legs. He felt good in the saddle.

(Continued on page 99)

TWO CLASSROOM AIDS FREE!



1. A STUDENT'S GUIDE TO BETTER NUTRITION

Right eating has more to do with bright thinking than many people realize. Youngsters who eat properly balanced meals are usually healthier and more alert in class.

You can help your classes to better eating habits by making "Eat Right To Win" available to your pupils. The story of nutrition is presented in an interesting and entertaining manner.

2. THE STORY OF MEAT FROM RANGE TO KITCHEN RANGE

Americans are great meat eaters and great readers of thrilling western stories.

This booklet recognizes both those facts. It tells the story of meat from the open range to the kitchen range.

The plot is based on a boy's summer vacation on a Wyoming ranch. He has a pack of adventures, lots of fun and learns how meat animals on the hoof become meat on the table. *Your students will really enjoy this booklet.*

Both "Eat Right To Win" and "The March To Market" are accompanied by a teacher's guide which you can use as a helpful teaching aid for your students. Ask for as many copies of the booklets as you can use. Just fill in the coupon below and drop it in the mail.

MAIL TO **Swift & Company** Dept. MM Chicago 9, Illinois

Please send me ( ) copies of "Eat Right To Win"
( ) copies of "The March To Market"

Name _____
School _____
Street _____
City _____ Zone _____ State _____

BE A READER OF THE LEADER

Join the growing ranks. A postal card to THE INSTRUCTOR, Dansville, N.Y., will enter your subscription. Pay September 15.

Easy to Make **EXTRA MONEY** WITH MIRACLE **GLO IN THE DARK** CHRISTMAS ORNAMENTS

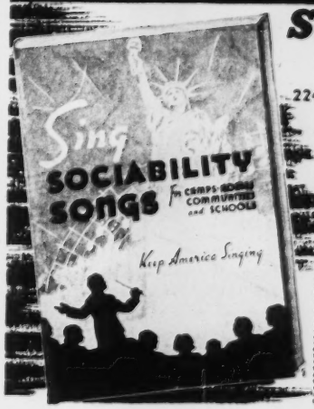
Amazing New Decorations light up Christmas Trees, Windows, Mantels, like magic . . . sell like magic, 24 for $1.25. Pays giant cash profits! Make up to 50c on $1 Christmas Card Assortments. Big Line. FREE Samples 30 lovely embossed Name-Imprinted Christmas Cards 60 for $1.50 up. Book Matches, Stationery, Gifts. Several $1 boxes On Approval. Write NOW!

JUST OUT! Send for Samples

PURO GREETINGS, 2801 Locust, Dept. 345-L, St. Louis 3, Mo.

The Ideal Book for Group Singing

Sociability Songs



Contains the Big Favorites that everybody likes to sing . . . a tremendous value for the money.

224 SONGS—With words and music. Contains:

12 Patriotic Songs	17 Negro Spirituals
24 Stunt and Pep	45 Sacred Songs
21 Human Interest	39 Folk Songs

AND MANY OTHERS

LOW PRICED—Only 40c per Copy

$32.00 per hundred (not prepaid)

SPECIAL OFFER TO TEACHERS ONLY

THE RODEHEAVER HALL MACK CO.
257 Ninth St., Winona Lake, Indiana

Please send me a sample copy of SOCIABILITY SONGS. I enclose 10c for postage and packing.

Name _____
School _____ Grade You Teach _____
Address _____
City _____ State _____

How to Interest Pupils in Reading Good Books For Pleasure

It's easy to get your pupils to enjoy good reading if you have a Teen Age Book Club in your class! This unique plan for pupils in upper elementary grades offers a choice of sixteen worthwhile pocket-size 25c and 35c books each month, *plus a free dividend book for every four books purchased.* Books are carefully selected by a board of well-known experts who know the reading requirements of young people. Through the Teen Age Book Club thousands of pupils are learning to like good reading at a time when they are at a most impressionable age.

OVER 10,000 TEACHERS LIKE THE TEEN AGE BOOK CLUB

The quotations below are from a few of the thousands of letters in our files written by satisfied teachers who have started TAB Clubs.

CLUB HAS DONE WONDERS

"This book club has done wonders. It has increased the interest in reading in my class about 75%."—B.S.E., Panama City, Fla.

STIMULATED INTEREST AMONG SLOW READERS

"The club has stimulated interest among slow readers. Advanced pupils love it too!" W.L., Seattle, Wash.

MANY PARENTS WERE PLEASED

"The TAB Club has created a new interest for my pupils. Many parents were pleased with the interest their children had in your books."—D.L., Estherville, Iowa

MAIL FOR FREE MATERIALS

TEEN AGE BOOK CLUB
33 West 42nd St., New York 36, N. Y.

I am an upper elementary grade teacher. Please send a complete kit of materials for starting a Teen Age Book Club, including a sample book.

Name .....

School ..... Grade.....

Street .....

City..... Zone .... State.....

IN593

FREE! FREE! FREE!

THE INSTRUCTOR Catalog of Teaching Aids.

Send today for your copy of this brand-new Catalog of Teaching Aids. Recently revised, this handy-size catalog fully describes the complete line of INSTRUCTOR Teaching Aids. A postcard will do. Address:

F. A. OWEN PUBLISHING CO., Dansville, N. Y.

Kashmir

(Continued from page 30)

areas on the Indian peninsula. At the present time the population is about 4 million. The capital city is Srinagar, located on the Jhelum River.

Leaders

Sheikh Mohammed Abdullah was the man the Indians asked to run the government. A former school teacher, the Sheikh became interested in politics as early as 1931. He helped form the National Conference Party. He is friendly, and the people of Kashmir have learned that he is interested in them.

Perhaps one of the most popular young men in Kashmir today is 22-year-old Yuvraj (Crown Prince) Karan Singh, son of the exiled maharajah. Although his father abdicated in his favor in 1947, he did not actually head the government until November 14, 1952. On that date, the Constituent Assembly of Kashmir elected him to head the state for a five-year term. Singh's power is mostly honorary, but his friendly attitude is valuable to the success of the Sheikh's government.

Dr. Frank P. Graham is the UN mediator at Kashmir. He and his Commission recommended holding a plebiscite to give the Kashmirians a chance to vote on whether they would prefer to belong to Pakistan or India. So far, none of the parties involved have agreed to the terms presented by the Commission.

Government

For the five years that the Sheikh has been Prime Minister, he has had about one and one-half years of war followed by a three-year period of waiting for a decision whether Kashmir is to be a part of Pakistan or India. In 1951, the Sheikh began to take the initiative in spite of the fact that nothing had been settled.

In 1951, Kashmir held its first election and voted in a Constituent Assembly (Consembly) with 75 members. Men and women in all of Kashmir inside the cease-fire line voted.

Soon after the election, a Constitution was written. Also in 1951, the Consembly abolished landlordism. Although this made the government popular with the peasants, the people found that ownership of land was not the solution to their problems. Many soon realized that it often meant more work and less to eat than they had had under the landlord system.

On August 21, 1952, the Consembly abolished another tradition. That day marked the end of the 106-year-old rule of the maharajahs by heredity. Pakistan was suspicious that the Sheikh was trying to sway Kashmirian opinion in his favor should a plebiscite be held. India was disturbed, feeling that their government should have been consulted. However, after several months of debate in the Indian Parliament, it was finally agreed that Kashmir was constitutionally correct. India also agreed to Kashmir having an elected head for the state rather than a governor appointed by India.

While Sheikh Mohammed Abdullah has been in power, a number of public projects have been under way. Roads and canal and river embankments have been improved, some flood-control measures have been put in force, particularly through tree planting, better seed has been distributed to the new small land owners to help increase food production, and an army has been raised.

As long as the fate of Kashmir is not finally determined, the government and people cannot progress to the extent their present leadership would indicate. Since 1947, Kashmir has found that the fertile section can function as an independent state. The cease-fire line has almost become the boundary line, and the people on each side are settling down to a more peaceful existence. Nevertheless, the root of the trouble remains.

Resources

Lumber is Kashmir's largest item of trade. The fertile valleys produce fruits and vegetables and the normal outlet is by river, road, and railway into neighboring Pakistan. The only road into India is over the Banihal Pass (9,000 feet high), which is impassable during four or five months of the year due to snow. Most of the food purchased by India is taken out by air.

Perhaps the most world-famous products coming out of Kashmir are the beautiful Cashmere shawls and carpets. These are made from the fleece of the long-haired goats which live near the Himalayas. The Kashmirians are experts in handcraft: silk fabrics, silverware, wood carvings, and papier-mâché articles.

New! . . . .

SOCIAL STUDIES TEXTS

by Whalen and Baldwin

OUR AMERICA. . . .

A Complete U.S. History for Elementary, Intermediate grades. Simple 5th Grade vocabulary. (Excellent for slow classes Grades 6-9)—Illus. in color.....$2.00

COMPLETE UNITED STATES HISTORY TEXT-WORKBOOK

Can be used with **Our America** or any other U.S. History or independently as it contains the complete text as well as workbook material. Illustrated.....$1.20

Ask for Catalog 5 on other Social Studies Books

NOBLE AND NOBLE
Publishers, Inc.
67 Irving Place New York 3, N.Y.

Choir Robes

SPECIAL MODELS for

JUNIOR HIGH and GRADE SCHOOLS

Write for Choir Catalog C-61
Junior Choir Catalog J-61

COLLEGIATE CAP & GOWN CO.
NEW YORK 1, N. Y. 366 Fifth Ave. CHAMPAIGN, ILL. 1000 N. Market St. CHICAGO 1, ILL. 228 N. LaSalle St.

New Book..

about the most used and versatile of art media

CREATIVE EXPRESSION with CRAYONS

by Elise Reid Boylston

PRICE **$3.95** Postpaid

At your finger tips—a source of new, stimulating, interesting ideas using CRAYONS. With its sound, creative art approach this new book helps you:

- introduce art ideas to pupils
- build and hold their interest
- guide and encourage them in art work

Check These Features

- √ Written by a teacher of long experience in classroom teaching of art.
- √ Describes and illustrates many methods of using crayons.
- √ Emphasis throughout is on creative work by pupils and developing creative leadership for the teacher.
- √ Many illustrations of crayon drawings—at different grade levels.
- √ Written to give teachers ideas to use in their daily classes.

19 Chapters—over 100 illustrations, 6 in full color. 100 pages, size 7 x 10. **Price $3.95 Postpaid.**

Publication date August 25.
Order copies today—from your dealer or direct.

The Davis Press, Inc., Publishers
239 Printers Building, Worcester 8, Mass.

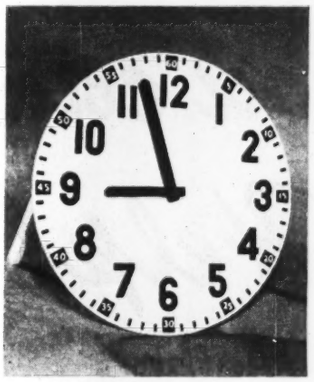
Send ..... copies of CREATIVE EXPRESSION WITH CRAYONS at $3.95 postpaid.

☐ Payment enclosed.
☐ Send bill payable in 30 days.

Name .....
Address .....
City .....State .....

Jumbo Clock

for Adding and Counting by 5's



Children and teachers alike love the JUMBO clock for its size, its movable hands, gay color, and easy storage. JUMBO is visible to the entire room as the teacher asks for time and children call their own time and set hands. 24" in diameter, white and red hands and blue figures, masonite, easel back, folds for storage. Price $5.50

PALFREYS' offer this and hundreds of other—

Practical Teaching Aids

If we don't have what you want we will try to get it. We have a most complete line of Teaching Aids and Educational Materials.

ABACUS
ADDRESSING MACHINES
ALPHABETS: NUMBERS, ETC.
Stencils
Pin Letters
Wall Cards
ANAGRAMS
ANIMALS
ARITHMETIC GAMES
ART MATERIALS
BEADS & BEAD LACES
BEAN BAGS
BLOCKS:—
BOOKS:
Hectograph
Liquid Process or Spirit
Story and Picture Books
Cloth Books, Novelty
BOOK SAVER MATERIAL
BUILDING BLOCKS
BULLETIN BOARD CHARTS
BUTTON MOLDS
CALIF. PUZZLE MAP
NEW BOOK on CALIF—"When California Was Young"
CLAY—Modeling Sets
CLEANING SETS
CLOCK DIALS
COLOR CUBES
COUNTING BLOCKS
COUNTING FRAMES
DIRMA KLEEN: Carbon and Paint Cleaner
DISHES
DOLCH, E. W., MATERIALS
DOLLS
DOMINOES
EDUCATIONAL GAMES
ENTERTAINMENT AND PLAYS
FARM SETS AND FARM ANIMALS
FLANNEL BOARDS AND MATERIALS
FLASH CARDS
FOUNTAIN BRUSH OR FLO-MASTER
GELATIN DUPLICATORS AND SUPPLIES
GOLDEN BOOKS
GREAT PICTURES
HECTOGRAPH BOOKS
HOLGATE TOYS
INLAY PUZZLES
INSTRUCTOR ILLUSTRATED UNITS
IRONS AND IRONING BOARDS
JIFFY JIG-SAWS
JUDY PUZZLES
JUMBO CLOCK
JUNIOR EFF. DUPLICATOR
KNITTING SPOOLS, LOOMS, ETC.
LIQUID PROCESS DUP. BOOKS
LOTTO GAMES
MAGAZINES
MAPS—Poster and Puzzle
MASTER ADDRESSER AND SUPPLIES
MATCHETTES
METAL MONEY
MISC. BOOKS
MODELING CLAY, PLASTELINE
MOTHER HUBBARD SEATWORK BOOKS
MUSIC MATERIALS
NATURE BOOKS AND GAMES
PAINTS—Finger, Crayoffs, Payons, Poster, Water Colors
PAPER: Cellophane, Crepe, Finger Paint, Duplicating, Construction
PAPER DOLLS AND SETS
PEGS AND PEG BOARDS
PHONETIC MATERIAL
PICTURES
PIN LETTERS
PLAN BOOKS
PLUS-LITE BOARDS
POSTERS, CHARTS, ETC.
PRINTING SETS
PUZZLES:
Cardboard
Map
Wooden Inlays
PUZZLE CABINETS—PALFREYS' SPECIAL
RECORDS
RHYTHM BAND SETS
SEWING CARDS
SIFO PUZZLES
SPEECH MATERIALS
SPELLING GAMES
SPIRIT BOOKS
SPIRIT DUPLICATORS
STAPLES AND STAPLERS
STENCILS, Alphabet and Sets
STORY BOARDS
STORY BOOKS
STORY TOYS—Wooden
TRAINS
TRUCKS WITH RUBBER TIRES—PALFREYS' SPECIAL
WHEELS
WOODEN TOYS

PALFREYS SCHOOL SUPPLY CO.
Catalogue of PRACTICAL AIDS TO TEACHING

SEND TODAY!

"Practical Aids To Teaching". Completely new illustrated catalog of the many materials listed above—and many, many more. Enclose 15c for cost of handling and mailing.

175 LIQUID PROCESS BOOKS TO HELP YOU.

PALFREYS' SCHOOL SUPPLY CO.
7549-51 East Garvey, So. San Gabriel, California

India

(Continued from page 94)

sealing wax, lacquer, and shellac.) Some mills use native grasses and bamboo to make paper because there is a shortage of lumber available for paper.

Problems

One of India's most immediate problems is to produce enough food for its population, which increases over 4 million annually. Before partition the Indians had access to some of the food raised in the fertile Pakistan and Bengal areas. In recent years, the country has been besieged by drought, earthquakes, and locusts.

Land reforms have been making progress. This does not solve the food problem because there is a shortage of equipment, seed, and know-how to produce profitably from the land, and the amount of land which is allotted to a person is too small to be worth while.

The control of flood waters and the development of irrigation systems are two other pressing problems. Expert advice and financial aid have been received from various agencies of the UN and the World Bank. In 1952, India received a loan of $62,500,000 for agricultural machinery, electric power development, and rehabilitating railways.

What Is Being Done

The government now has a Five-Year Plan in operation which will run through 1956. Each responsible group was consulted during the course of its preparation. It is planned to spend $4.2 billion, the bulk of it for agriculture. The Indians hope to substantially increase the amount of food produced and the number of acres under cultivation. This will necessitate major changes in the rural village life. More co-operatives will be established, and cottage and small-scale industries for the villages will be increased.

Co-ops are not new in India. Successful credit co-ops have operated for years in Bombay, administered by men who learned their efficiency in the Indian Civil Service, during British rule. Production and marketing co-ops help cottage and small industries.

The Indians are trying to build self-reliance and a vigorous democracy in the lower ranks of the population, recognizing the importance of the Indian Community. Special project areas have been set up where the villagers are shown how best to prepare soil, cultivate and harvest crops, and establish sanitary measures.

Under the Five-Year Plan, the Indians are striving to remember four points: (1) organization and development of resources within a village area, (2) mutual service and self-help, (3) limited or minimum state assistance, (4) co-operative action in production, marketing, and credit.

From the outside, the country is receiving advisory and monetary assistance from the United Nations, from the United States under our Point Four Program, and from the Rockefeller and Ford foundations.

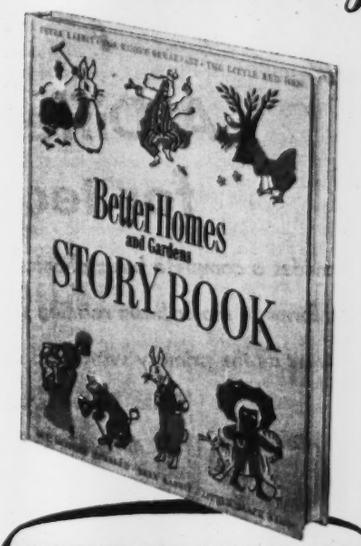
Measures have been taken to improve the health of the Indians. Tuberculosis is being diagnosed and treated. Malarial control is projected through swamp drainage and instruction in better sanitary conditions.

To speed the education of the adult population, the government is using radio, films, and filmstrips. The All-India Radio, broadcasting from New Delhi, sends out programs in thirty-one different languages.

(Continued on page 101)

USE THESE One Volume Libraries

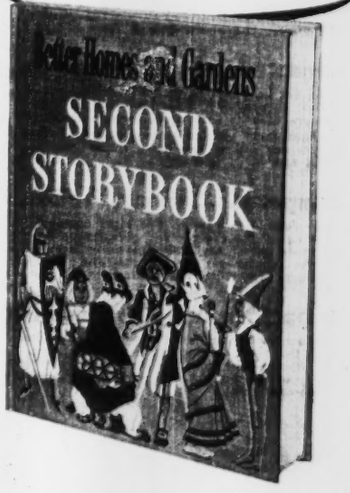
TO BRING YOUR PUPILS THE *Classics of Childhood*



ORDER NOW, at Special Teacher's Price

(Retail $2.95). Give your children greatest benefit *this* school year. Use the coupon . . . it means a big saving over the retail price.

of **$2**



This beautiful volume puts the fifty best stories for beginners right at your hand in one single book. It's ideal for reading to your classes—or helping the little people (3 to 8) improve their own reading. Big heavy type in widely spaced lines, thick sturdy paper, and 600 attractive illustrations—all are designed for beginning eyes.

You'll find here the familiar tales that every teacher wants her pupils to know. What would you do without Over in the Meadow, The Owl and the Pussy Cat, Peter Rabbit, The House That Jack Built, Uncle Remus, Old Mother Hubbard, Night Before Christmas, and 43 others.

NEW! FOR OLDER CHILDREN

In fact, it was the overwhelming acceptance of this *Better Homes & Gardens* Story Book that led to the sequel for older children, of the 6 to 12 range, that appeared last fall. Already teachers and educators are praising this SECOND STORY BOOK and its presentation of great authors. And no wonder! Note how carefully graded are the 19 world-famed stories and poems selected by Betty O'Connor.

Pied Piper of Hamelin	The Reformed Pirate
You Are Old, Father William	Lion, Jupiter and the Elephant
The Trial of the Bow	Lobo, King of Currumpaw
Apple of Contentment	Diverting History of John Gilpin
How Boots Befooled the King	Rikki-Tikki-Tavi
The White Cat	North Wind and the Sun
Gnat and the Bull	Gnat and the Lion
Dog in the Manger	Kingdom of the Lion
Story of King Arthur	La Befana
Perseus and the Gorgon	

If you aren't acquainted with these helpful teaching aids already, send for your free inspection copy, both for yourself and your students. The special teacher's price is extended to as many copies as you want, for the school library or for supplying your classes.

Better Homes and Gardens

Place your order now for FREE inspection copies

Name of Teacher.....

Name of School.....

Address.....

Book Dept., Better Homes & Gardens, 223 Meredith Bldg., Des Moines 3, Iowa.

Please send me, for free ten-day inspection, the Better Homes & Gardens [ ] Second Story Book for children 6 to 12; [ ] Story Book for children 3 to 8 regular price $2.95. I understand that I can keep the book at the special teachers' price of $2.00 (Offer good only in U.S.)

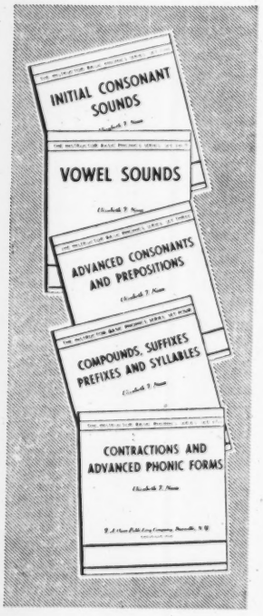
NOW . . . . you can get Phonics Help!

A Different and Better Method for teaching BASIC PHONICS

1. *Provides a complete basic phonics program*
2. *Conforms to major basic reading systems*
3. *Covers all the primary word and sound problems*
4. *Supplements reading development programs*
5. *Employs pupil participation*
6. *Includes a complete testing program*

THE INSTRUCTOR

BASIC PHONICS SERIES



Set I. Initial Consonant Sounds - for Grade I

This set introduces all the initial consonant problems found in modern preprimers, primers, and first readers. Sixteen nouns and sixteen verbs demonstrate the sounds. Fifteen single sounds and fifteen blends are used. In this set the cards are used as part of the lesson by the reading group. The teacher places four charts in the folder and asks the child holding the correct word to match the card to the chart. Additional uses are suggested in the Teacher's Directions.

Set II. Vowel Sounds - for Grades I and II

The 32 charts in this set include all the vowel-sound problems the child meets in elementary-school reading. The long and short single-vowel sounds come first, followed by vowel sounds affected by silent letters, long and short oo, rules for y, and the diphthongs. In keeping with modern reading practice, diacritical marks are used in the key words, but not in the words listed for drill. In this set the charts are utilized for drill and the cards are used as flash cards following the lesson.

Set III. Advanced Consonants and Prepositions - for Grades II and III

The first sixteen charts in Set III complete the problems on consonants. Two-letter and three-letter blends are introduced both as initial and as final sounds. All blends included in today's reading texts of the first six grades are included in this series. The small cards are used as flash cards for additional drill and testing.

The last sixteen charts have been allotted to prepositions because tests show that children need drill on prepositions if they are to read with accuracy without sacrificing speed. The sixteen most common prepositions were selected. The procedure for using the charts and cards is the same as in Set I.

Set IV. Compounds, Suffixes, Prefixes & Syllables - for Grades II & III

These charts take up four related problems. The eight compound charts automatically test the child as he uses them. The eight syllable charts drill on all the endings and give simple rules for adding them to basic words. The eight prefix charts have been placed after those on suffixes, since the prefix is considered the more difficult. Changes in meaning, as well as rules for applying both the suffixes and the prefixes, are given. The eight syllable charts attack all the syllable problems included in primary reading. The thirty-two cards provide flash-card drill and are used with the testing program.

Set V. Contractions and Advanced Phonic Forms - for Grades III & IV

Both the contracted and non-contracted forms are included on the sixteen contraction charts. The sixteen contracted words with highest frequency in the basic reading systems are included. The sixteen charts on advanced phonic forms serve as liaison material for the teacher who is expanding her reading program into the language-arts field. Simple problems of tense, number, synonyms, antonyms, homonyms, accents, possessives, comparatives, and rhyming are included. All the cards of this set may be used for flash-card drill.

Each Set $2.00

Postage Prepaid on Cash Orders

The Basic Phonics Series—five sets in all—has been planned in accordance with newer state and city curriculums. Although each may be used independently, together they form a complete phonics program. Each set consists of a sturdy folder that can be opened out in four parts to stand in the chalk trough or on an easel. It contains 16 charts and 16 cards, each printed on both sides. The charts are used for actual phonic drill while the cards vary in function, depending on the set. Each chart is carefully identified and each card is numbered to show to which chart it refers. The sequence of the phonics charts is the same as that of the major reading systems. The Teacher's Directions suggest many uses for the charts and cards, and include a complete testing program.

F. A. OWEN PUBLISHING COMPANY, DANSVILLE, N. Y.

Please send me at once the following Basic Phonics Series sets @ $2.00 per set:

☐ **Set I** Initial Consonant Sounds ☐ **Set II** Vowel Sounds

☐ **Set III** Advanced Consonants and Prepositions ☐ **Set IV** Compounds, Suffixes, Prefixes, and Syllables

☐ **Set V** Contractions and Advanced Phonic Forms

Total Amount of this order $ ..... Postage Prepaid on Cash Orders

☐ Enclosed $ ....., payment in full. ☐ Bill me. I will pay in thirty days. (Except to schools, minimum credit order $4.00.)

Name .....

Street or R. D. .....

Post Office & Zone ..... State .....

PIN953

3 free teaching units on RAYON ORDER NOW!

GRADES 1-3

Reader-Coloring Booklet, "The Clothes I Wear" — first introduction to basic clothing fibers. Includes Teacher's Reference Leaflet — Teacher's Guide.

GRADES 4-8

"Man-Made Miracle." History and growth of RAYON, told in exciting cartoon form.

SCIENCE CLASSES—

"Science Creates A Modern Industry." Stresses the role of science and research in the increasingly important field of man-made fibers.

Please send me:

☐ (TA) Grades 1-3 FREE Teaching Kit.

_____ (SA) Student's copies of (quantity) Reader-Coloring Booklet @ 1¢ each, for which I enclose _____¢.

☐ (TB) Grades 4-8 FREE Teaching Kit.

_____ (SB) Extra copies of student's cartoon booklet (quantity) @ 1¢ each, for which I enclose _____¢.

☐ (TD) Science Unit for Teacher.

_____ (SD) Student's Leaflets (quantity) @ 1¢ each. for which I enclose _____¢.

NAME_____

ADDRESS_____

CITY_____

ZONE_____STATE_____

AMERICAN VISCOSE CORPORATION

Avisco

America's first producer of man-made fibers

Box 864, G.P.O. New York 1, N.Y.

Dept. IN 9-53

Midnight

(Continued from page 95)

Midnight joined the parade of horses, and in a moment they were on the track before ten thousand people! Jamie kept his head down and looked neither right nor left. He didn't want to be recognized. He took Midnight for a brief warm-up canter, and found that he sat fairly well in the saddle. Could he do the same under racing conditions?

Now it was two o'clock, and the horses were led into the starting gate. Midnight was number ten, almost on the outside of the twelve-horse field. Jamie knew that Midnight ran his best if he got the lead at the start. Once in front, he was seldom caught. However, being on the outside meant a fast start and then a quick crossover to get to the rail. A poor start, and he would be well in the rear of the pack. All the horses were in the starting gate now. The jockeys were concentrating on steadying their mounts, waiting for the starting signal.

"Clang!" went the bell.

"They're off!" shouted the crowd.

Out shot the horses, jockeys yelling and whipping their mounts in their anxiety for a good start. Jamie urged Midnight on, but just as he left the gate he stumbled, almost throwing Jamie to the ground! Jamie's heart almost stopped. He had wanted a fast start, and here he was, bringing up the rear as they rounded the first turn! They circled the turn and headed into the backstretch. Midnight quickly caught two of the slower horses, but there were nine more!

"Well, now or never," thought Jamie, and he relaxed his grip on the reins and let Midnight go. He headed for an opening which appeared on the rail, but as they got to it, the horse ahead moved over and quickly closed it. Moving to the outside was the only way left, and Jamie guided Midnight far out into the middle of the track. Jamie had now forgotten his weak legs, his thin arms. His entire body was filled with the desire to win this race, and Midnight carried him as if he were a feather. They passed one horse, then another, and another. They were now swinging into the far turn, and Midnight was out in the middle of the track. They were fifth now, but they were up with the good horses, and they wouldn't be as easy to catch.

"Come on, Middy, it's up to you!" shouted Jamie into the horse's ear. And, somewhere in the stands another voice was shouting, "Ride him, Jamie, ride him!" For Dad knew now that it was his son astride his great horse. Perhaps Midnight heard both voices, for he responded with a great surge, and now he was fourth, now third. Only an eighth of a mile to go! He passed another tiring horse. There was one more horse ahead, and Jamie recognized the chestnut as Corky—the horse he *had* to beat. Midnight gained. The two were running neck and neck—head and head—and then, with one final effort, Midnight got his nose in front as they flashed across the finish line.

Dad and Bob were waiting for Jamie as he brought Midnight slowly back to the winner's circle.

"What a race!" shouted Dad.

"I guess even Earl couldn't have done much better," yelled Bob.

Jamie suddenly remembered about Earl. "Oh, yes, Dad. I want to explain why I had to ride today. You see, I—"

"Never mind," interrupted Dad. "Bob finally heard the racket down in the saddle room. Earl told him the

(Continued on page 101)

'Henry, That's Fine . . . !'

But is it fine? Do you know whether it is or not? And if it is fine, do you know how to encourage Henry and his classmates to keep on doing well? If you don't know the answers you will run into trouble and so will Henry.

Are you prepared to meet this responsibility?

Whether you teach art full time or for a half-hour a week, you know that art education today stresses *freedom, spontaneity, creativity.* These are more than words. They must be practiced. Do you know how and why to use them in your classroom?

We will show you how. As a full-time art instructor or classroom teacher, you need the world's leading art education magazine.

JUNIOR ARTS & ACTIVITIES

In less than two years, JUNIOR ARTS & ACTIVITIES has become a revolutionary force in art education. And why not? Its policies are laid out by a board of distinguished art educators and executed by a nationally-known editor, F. Louis Hoover, head of the department of art education at Illinois State Normal University. Read JUNIOR ARTS & ACTIVITIES every month.

Here's What Readers Think:

"**Junior Arts** is the **best** art magazine for art teachers that I have known. . .Teachers want to do and use practical things. . ."

"I pick up ideas. . .it keeps me posted on media. . ."

"It has the best approach to handicrafts and creative arts of any of the magazines we take. . ."

"I like it for its 'exchange' ideas. . ."

"A splendid magazine. . .since it covers a wide variety of media and new techniques. . ."

"My students gain inspiration and confidence thru seeing the projects of other children in other localities. . ."

"Wonderful — the best publication for the classroom teacher who teaches her own art. . ."

Here's what you get with JUNIOR ARTS & ACTIVITIES

- The best and most advanced art education how-to-do techniques and educational theories.
- Stories describing exciting new classroom experiments.
- Articles on the nation's leading art education programs.
- Book and movie reviews.
- Latest information on new supplies and equipment.

You need JUNIOR ARTS & ACTIVITIES

every day. . .every class period. . .and you don't want to miss out on the big fall issues! Don't be disappointed by ordering late. Reserve your September issue by SUBSCRIBING NOW! Save $1 by ordering for two years. Money back if not satisfied. ORDER TODAY!

To JUNIOR ARTS AND ACTIVITIES
542 N. Dearborn St., Dept. I
Chicago 10, Ill.

Please enter my subscription for JUNIOR ARTS AND ACTIVITIES for

☐ 1 year, $5.00 ☐ 2 years, $9.00

Name .....

Address .....

City and State .....

$..... enclosed. ☐ Bill me later.

Opens the door

to self expression

CRAYOLA® CRAYON is basic equipment for all grades. For beginners it opens the door to self expression. For advanced students it is a genuine art medium, capable of producing serious and significant work.

BINNEY & SMITH CO.
41 E. 42nd St., New York 17, N. Y.
Celebrating 50 Years of CRAYOLA® Leadership

Order Now New! Vol. 3

ELVA'S TIPS TO TEACHERS

- CREATIVE ART AIDS
- SEASONAL ROOM DECORATION
- STUDENT ACTIVITY PROBLEMS
- GRADE TEACHER HELPS
- IDEAL FOR BUSY TEACHERS

End your search for usable material with this excellent, original, all-new 96 page folio. Everything you need for the entire school year. It gives practical, new and stimulating **Student Activity, Creative Art Ideas, Gift Suggestions,** unusual new **Stand-Outs, Step by Step Drawings, Posters, Lettering Helps,** plus **Room Decorations:** a year's supply of **Blackboard Borders, Window Pictures, and Center of Interest Pictures.**

This yearly service of new material helps the busy grade teacher simplify the problem of class preparation, adds beauty to the classroom and fun to the regular school program.

The material stimulates and catches the imagination of every child and will encourage results that give the thrill of accomplishment to student and teacher. . . is adapted to all grade levels. . . correlates with other subjects.

I enclose $..... to cover above order. (Send check or money order. If C.O.D. postage cost paid by purchaser).

Name .....

Street .....

City State

Order Now:

☐ Complete year's folio..... only **$3.50**

☐ or Single Packets (2 months supply) order Fall...., Holiday...., Winter...., or Spring.....each **$1.25**

ELVA STROUSE TEACHER SERVICE
P.O. Box 507, Indianapolis, Indiana

Saved *Laundress*

The Perry Pictures

TO TEACHERS in all grades, in this new school year, we suggest the use of these lovely sepia reproductions of fine art as aids in school work. Thousands of teachers have used them successfully. So inexpensive, **ONLY TWO CENTS EACH** for 30 or more, size 5½ x 8.

For 60 cents we will send a trial set of 30 appealing especially to children; or 30 beautiful art subjects. You will like them. For history work, all 33 presidents' portraits for 66 cents.

For nature work, 25 animal pictures in colors, **size 7 x 9, for $1.00.** Interesting and instructive.

56-page CATALOGUE with 1600 small illustrations, and sample pictures, **for 25 cents.** An education in itself. List of small colored pictures for a 3c stamp.

THE PERRY PICTURES COMPANY BOX 13 MALDEN, MASS.

Paula Starts a New Year

(Continued from page 83)

From all I've seen of her, I'd say that Candice Howard is a snob." Mary's blue eyes flashed. "And if Diane Williams is going to give up her old friends for a new one, I'd say she is a snob, too," she added.

"But we don't know," Juanita began in her low soft voice. She looked at Paula and then stopped. The girls rode the rest of the way to school in silence. Mary was angry; Juanita and Marguerite hurt and sad; but Paula was utterly bewildered. Why, Diane was her very best friend!

The four girls locked their bikes in the racks and started across the schoolyard. Julia Bennett came running up to them. "Hi, Paula," she cried. "Have you seen the new girl? Have you met Candice Howard? Goodness, Di Williams has sure got a crush on her. Let's have a club and not invite them!" There was a strange smirk on Julia's face as she ran her arm through Paula's.

"Why, Julia's happy about this," thought Paula. "She's glad that I'm hurt and troubled."

"I think a club is a good idea," Mary agreed. "Candice is a snob. We just ought to show Di Williams that old friends are best."

The worried and hurt look left Paula's face. "That's it, Mary," she cried. "We should show Di that old friends are best! But not by shutting her out. Mother and Dad always say that a true friend stands by in time of trouble; not that Di is having any trouble. She's simply got a crush, and for now all that she can see is the new girl."

"Well, that's sure true," Julia cried, tossing her head.

"But Candice is new and she's never been to a school like ours before," Paula said and she began to be excited about the thoughts running through her head. "I'll bet she's got lots of new ideas and plans for games and stunts. Why, I'll bet—"

"I'll bet she's still a snob," said Mary. "And I'm not going to be nice to any snob."

"But then you're a snob," Paula cried. "Don't you see, Mary?" she went on, "you don't like Candice because she's stuck up—or you think she is. But maybe it's just because she's strange. If we shut her out, if we don't give her a chance to know us, why, then, we're the ones who are stuck up!"

"But she doesn't even want to know us," Mary protested.

"Then we'll make her want to," said Paula. "I think the club is a grand idea, Julia," she added.

"It would be fun," Marguerite said shyly.

"Loads of fun," Paula squeezed Marguerite's arm. "Let's make it a friendship club where we welcome new people and really try to make friends."

"We can have secrets, and a password, and everything," Juanita added, her black eyes round and large.

"But do you think Candice and Di would join?" Mary asked.

Paula smiled. "There's only one way to find out," she said, "and that is to ask them, and to have so much fun that they'll want to join."

The girls smiled at one another and linked arms. Even Julia's mouth lost its smirk. "It was my idea," she said proudly.

Paula grinned. "Sure it was," she said generously. "But it won't do for the members of the new club to be late the very first day of school."

The girls laughed and raced for the door. A new year was beginning!

THE PLYMOUTH WALL CHART

Only $4.50 (Postpaid)

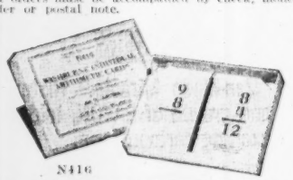
The Plymouth Chart is on heavy paper 36" x 35" mounted on wood at top and bottom. Constructed for long life. Heavy cards are easily made removable from grooves and blend with chart. It displays phonic exercises, primary reading, poems, arithmetic, etc.

The vocabulary is based on a careful collation of the best primary-word lists available, and on practical classroom work by a number of experienced teachers.

PHONIC SET to build words 200 cards C710 **$1.50**

PRIMER SET easy words for use with beginners, 200 cards C711 **$1.50**

All orders must be accompanied by check, money order or postal note.



N416

INDIVIDUAL ARITHMETIC CARDS

SET 2 ADDITION—N416
For learning addition combinations. Consists of 100 cards, each giving one of the basic combinations on one side, combination with answer on reverse. In box.

SET 3 SUBTRACTION—N417
For learning subtraction facts. Consists of 100 cards, each giving one of the basic 100 units of subtraction on one side and same unit, with answer, on the reverse.

45c PER BOX IN DOZEN LOTS—
55c PER BOX IN INDIVIDUAL UNITS

THE PLYMOUTH PRESS
2921 West 63rd St., Chicago 29, Ill.

BE A READER OF THE LEADER

Join the growing ranks. A postal card to THE INSTRUCTOR, Dansville, N.Y., will enter your subscription. Pay October 1.

MAKE EXTRA MONEY

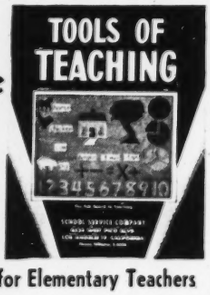
FREE SAMPLES Name Imprinted Christmas Cards and Stationery

FOR YOURSELF OR CLUB
Experience unnecessary. Sell America's Leading Christmas Assortments. 100 Boxes bring $50 Profit! Samples on approval. Unusual fast-selling Everyday Assortments. Gifts, Wrappings, etc. Amazing EXTRA BONUS PLAN. Write today.

LORAIN ART STUDIOS
Dept. DS-32, Vermilion, Ohio

Please send

A Booklet of Games and over 2000 Teaching Aids.



The Guide for Elementary Teachers

to NAME

ADDRESS

CITY ZONE STATE

I enclose **25c**

SCHOOL SERVICE COMPANY
4524 West Pico Blvd.
Los Angeles 19, Calif.

straight A's for COTTON BAG SEWING

25 free

COPIES FOR YOUR CLASS

This latest Pattern Service shows and tells how to make scores of useful, attractive items. It features smart Simplicity fashions, home decorating ideas, and many original gift suggestions. Patterns are available locally. Order your FREE booklets today (limit 25 copies per class).

NATIONAL COTTON COUNCIL

P. O. Box 76 Memphis, Tennessee

Midnight

(Continued from page 99)

whole story just as soon as he realized he'd lost his chance to fix the race. He was so mad, he practically told the whole town. The police are listening to it now!"

Jamie and Dad walked Midnight slowly back to his stall.

"Gosh, Dad, just think, the $5,000 is ours! Now we can get the farm on its feet, and best of all we've got Midnight, the greatest horse in the whole state," exclaimed Jamie. "*He* really saved the farm for us."

"Well," said Dad, "I'll admit we couldn't have won without Middy, but I can't help but think of a fellow who wasn't racing horses lately. He had just a *little* to do with it."

Jamie looked into Dad's face and smiled. He was completely happy now, and was trying to tell Dad so when Midnight let out a loud, happy whinny.

"I guess that's how we all feel," said Dad as he patted Middy on his handsome neck.

India

(Continued from page 97)

In April of this year, the government was considering nationalization of air service, to become effective on June 1. Since they had been spending millions for subsidies to keep intra-India routes as well as foreign service operating, it was decided that government ownership might be more economical.

In time, steel and some other major industries may be nationalized. One reason for this trend is a distrust among many well-placed Indians for the business methods of the merchant class.

The Future

The Congress Party now in power is trying to develop a program strong enough to put India on the road to economic independence.

India's foreign policy may be described as pro-Asian, anti-colonial, anti-war, and anti-imperialist. The leaders are becoming increasingly critical of the Russian and Chinese expansion policies. As a result of India's long years under British rule, they think of any capitalist country as imperialist. This accounts for their distrust of Americans. Communist agitation in the southern part of India has made Nehru's government more critical of Russian motives.

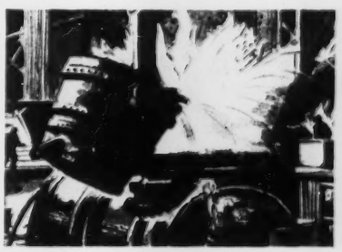
Whether India can succeed as an independent nation will depend on the extent to which she can solve her problems. Unrest will continue as long as the people are hungry, and as long as their miseries are used unscrupulously by would-be leaders. If agriculture and industry can raise the standard of living rapidly enough in the next few years, then the country is safe from disaster.

A Correction

As you may recall, we published in our May issue a Mother's Day song entitled "A Gift for Mother," crediting the words and music to May F. Lawrence. Mrs. Lawrence has since called our attention to the fact that she did only the music; the words were written by Cameron Faircloth, Jr. This is an error for which we are entirely responsible, and one which we regret very much.

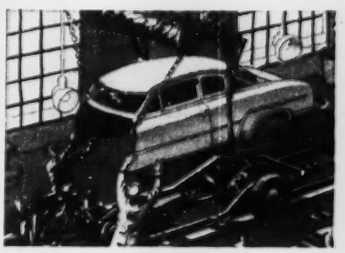
HOW FREIGHT CARS HELP BUILD FAMILY CARS!

Glass and steel... rubber and textile...chrome and paint. These are just a few of the things needed in the building of the automobile you drive. And it takes railroads to bring together the tremendous quantities of goods that America's automobile assembly lines must have every day.

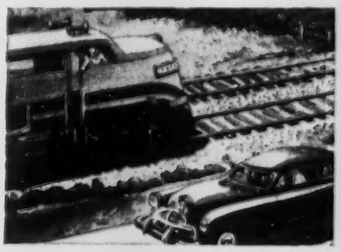


Perhaps steel is the first thing you think of when it comes to building a car. Making steel takes iron ore and limestone and coal. Tremendous loads of these raw materials are delivered right to the steel mills in "open top" railroad cars. A trainload of iron ore may weigh as much as 10,000 tons!

Steel and other materials are shipped by rail to factories that make auto parts such as frames, engines, wheels, bodies. All in all, there are 15,000 parts in your automobile and they are manufactured in many places all over America. From these factories a steady stream of parts is hauled to assembly plants.



At these plants auto parts move right from the freight car to the assembly line which turns out a finished car in 80 minutes. Having everything just when and where it's needed is one of the auto industry's big problems in the production of some five million cars a year, and the dependable, high-volume, continent-wide service of the railroads is one big answer to the problem.



So the next freight train you see may well be carrying things needed to make the next car your family buys. Of course its load could be almost anything you use every day. For railroads not only do America's big, basic job of transportation, they also help make other forms of transportation possible!

ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 7.

You'll enjoy THE RAILROAD HOUR every Monday evening on NBC.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

10¢ **THE PLYMOUTH PRESS.** Please send me your special catalog of over 300 helpful items with descriptions of new Wall Charts and Self-Help Seat Work for Beginning Readers. ☐ I enclose 10c to cover postage and handling.

Ins. 237

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

$1.25 **CLARK ART SERVICE.** Please send me your big AUTUMN INTRODUCTORY PACKET OF SEPTEMBER and OCTOBER Creative Idea Plans for Teaching Art in Kindergarten and Primary Grades. (See Page 15.) I enclose $1.25.

Ins. 242

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

$2.25 **STANDARD EDUCATION SOCIETY.** Please send me, for free ten-day inspection, a copy of THINGS TO MAKE AND DO, described on page 105. (Offer good only in U.S.)

Ins. 460

Name ..... Grade .....

Street or R.D. .....

City ..... Zone ..... State 9-53

$2. **BETTER HOMES & GARDENS, Book Dept.** Please send me, for free ten-day inspection, ☐ Better Homes & Gardens Story Book, ☐ Better Homes & Gardens Second Story Book, regular price $2.95 each. I understand that I can keep either book at the special teachers' price of only $2.00. (Offer good only in U.S.)

Ins. 382

Name .....

St. or R.D. .....

City ..... Zone ..... State 9-53

25¢ **JUNIOR ARTS & ACTIVITIES.** Please send sample copy of Junior Arts & Activities. Enclosed is 25c to cover postage and handling.

Ins. 23

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

25¢ **SCHOOL SERVICE CO.** Please send me your new booklet, "TOOLS OF TEACHING," a graded, illustrated catalog of Hectograph and Spirit (Direct Process) Workbooks, Posters, Music, Flannel Board Sets, Games and other Teaching Aids. I enclose 25c to cover handling.

Ins. 144

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

10¢ **THE CABLE COMPANY.** Please send me a sample copy of "101 Best Songs." ☐ I enclose 10c to cover postage and packing.

Ins. 37

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

25¢ **CHILD TRAINING ASSOCIATION, INC.** Please send sample copy of CHILDREN'S ACTIVITIES magazine as described on Page 91. I enclose 25c to help pay postage and handling.

Ins. 380

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

10¢ **PACK-O-FUN.** Please send me sample copy of PACK-O-FUN—Scrapcraft Activities for Teachers and Pupils, described on Page 94. Enclosed is 10c to cover postage and handling.

Ins. 427

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

Club Exchange

THIS free service is open to elementary-school teachers and pupils. Reply to any of the notices published here by mailing your answers directly to the teacher whose address is given; or send us a notice of your own, mentioning some point of interest in your locality. All letters you receive during the six weeks following publication of your notice should be answered. Items should give complete addresses, and be signed by the teachers themselves. Send them early, addressed to: Club Exchange, THE INSTRUCTOR, *Dansville, N.Y. We are unable to supply names of individual pen pals.*

Why not offer to exchange a reel of tape? In your recording, you could describe your school, community, and the surrounding territory. The children will enjoy making it and other schools will like to receive it. In exchanging tape, be sure to tell the speed at which you recorded.

Lincoln School,
2320 Plant Ave.,
Redondo Beach,
California
April 13, 1953

Club Exchange:

Our Pen Pal Club of grades four and five has been a lot of fun. We have had letters from nearly every state in the Union, and from Alaska, Mexico, Canada, Hawaii, and Germany. This idea we will use again next year. This year's class has many lasting friends.

The children enjoyed most the box we received from a rural school in Ohio. It contained rubber and steel samples, popcorn, and many kinds of nuts. After the novelty of the display wore thin, the children cracked the nuts. They decided there weren't enough to go around, so we voted to make some fudge and put the nuts in that. One of the mothers told us about a new recipe, so her daughter (one of the pupils) helped measure the ingredients and we made the fudge—with a hungry audience waiting. The results: good fudge and happy eaters.

We also put all the envelopes on our long bulletin board, with a United States map in the center. Then we connected each letter to its state with colored string. The Eastern states sent us over three hundred letters. It made an interesting bulletin board—one we could add to daily. It also helped children locate states later on.

As a teacher, I liked watching their increasing awareness of the importance of penmanship, and was also amazed at the spelling words we learned. These interests came naturally, and without push on my part. That was enjoyment enough for me.

Sincerely,
Bertha M. Olson

Alabama.—My fifth-grade pupils and I wish to exchange letters, pictures, and various articles of interest with pupils and teachers in other states, our possessions, and other countries of the world. We live in the Peanut Center of the world. A rich agricultural section known as the Wiregrass, Sealy Mineral Springs, and Florida caverns and beaches are near by. Address all mail to: Mrs. Floyd Harris, 405 North Appletree Street, Dothan, Alabama.

Australia.—We have a four-teacher school with 131 pupils. We are interested in exchanging correspondence and items of interest with schools in the United States. Address all mail to: Miss Jan Cheesewright, State School 3381, Emerald, Victoria, Australia.

10¢ **RIT PRODUCTS CORPORATION.** Please send me a copy of your 24-page book, "Hobby Handbook for Young People — 6 to 60." I enclose 10c to cover mailing.

Ins. 54

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

10¢ **CHAMPION PUBLISHING DIVISION—153.** Please send 3-in-1 catalog and sample sheet LIQUID PROCESS workbook listed on page 111, Book No. ..... I enclose 10c for postage and handling.

Ins. 107

Name ..... Grade .....

St. or R.D. .....

City ..... Zone ..... State 9-53

10¢ **RCA VICTOR EDUCATIONAL SERVICES.** Please send me a copy of your new educational record catalog. I enclose 10c to cover cost and mailing charges.

Ins. 163

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **RIG-A-JIG CONSTRUCTION TOYS.** Please send me a copy of your 16-page book showing 44 Construction Projects in full color, built with Rig-A-Jig. (See ad on page 67.)

Ins. 223

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **ANN MARIE'S WORKSHOP, Dept. G-10.** Please send me one complete project so that I may become acquainted with TEACHER-PLANS art and activity service for lower grade school teachers.

Ins. 106

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

A NEW BOOK
you'll use in every class—
RIT's
"HOBBY HANDBOOK"

fun-to-do creative projects for every grade outlined in detail... shown in lively color

10¢ for teachers only!

Here—in one big, colorful book, you'll find something for every student group . . . the quick-minded, the slow learners, the young artists. Especially helpful because it shows the use of materials of all kinds (from buttons to barrels!) in developing a sense of color and design. Many projects for upper grades coordinated with art, shop work and sewing classes.

All Purpose Rit Fabric Tints and Dyes. Works on Nylon, all Rayons including acetates and mixtures, cotton, silk, wool, linen—literally any fabric except glass or mineral fiber.

Just send 10¢ in stamps or coin to cover mailing and handling charge

Rit Products Corporation, Dept. F9
1437 W. Morris Street
Indianapolis 6, Indiana

Enclosed is 10¢ in { stamps / coin } for my copy of "Hobby Handbook For Young People."

Name_____

Address_____

City_____ Zone____ State_____

Teacher of_____

School_____

Connecticut.—Our sixth-grade pupils desire to correspond with sixth-graders throughout the world. We should like to receive packets of letters, each written by a sixth-grader of a particular school; in turn, the letters will be answered and sent via a single packet. We live in a small village of 1,000 population. Our one industry is a paper-products mill. Address all mail to: Mr. Michael Phelan, Goodyear School, Goodyear, Connecticut.

Michigan.—The fourth grade of Hile School, Muskegon, Michigan, would like to correspond with other fourth grades in the United States and its territories. We live in a rich resort and manufacturing area and would like to learn about you and your surroundings. Address: Mrs. Margaret Whitfield, Hile School, 4617 Grand Haven Road, Muskegon, Michigan.

Nebraska.—My pupils of the fourth and fifth grades of the Ewing public school and I should like to correspond with other pupils and teachers of the same grades. Address all mail to: Miss Leona Beckwith, Ewing, Nebraska.

New Hampshire.—My fifth- and sixth-grade pupils wish to correspond with girls and boys throughout the United States and outlying possessions. We live on Lake Winnipesaukee in the very heart of the Lakes Region of New Hampshire. We are noted for ice fishing and skiing during the winter. Address: Mr. Ernest Bucklin, Box 74, Wolfeboro Falls, New Hampshire.

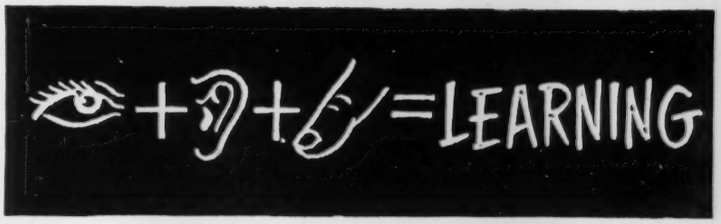
New Zealand.—My pupils in standards one to four and I should like to exchange letters and ideas with pupils and teachers in the United States and Canada. Our city is in the middle of a rich agricultural and farming district. Address all mail to: Mr. I. M. Richardson, Hokowhiter School, Palmerston North, New Zealand.

Tennessee.—My seventh- and eighth-grade pupils and I should like to exchange letters and souvenirs with pupils and teachers in other states, our possessions, and other countries of the world. We live in the tobacco belt. We are less than one hundred miles from Great Smoky Mountains National Park. Address: Miss Willie V. Irvin, P.O. Box 143, Whitesburg, Tennessee.

Washington.—My fifth-grade class of thirty-five pupils is interested in exchanging letters, post cards, and souvenirs with pupils of the same grade in other states. Our school is located in the beautiful Spokane Valley with Mount Spokane in the background. Address mail to: Mrs. Lorena Warren, Otis Orchards School, Otis Orchards, Washington.

Washington.—My fourth- and fifth-grade pupils and I should like to exchange letters, cards, souvenirs, and anything else of interest with pupils and teachers from other states in the United States and any foreign country. Address mail to: Mrs. Mary E. Johnson, Maple Leaf School, Room 14, E. 100 and 34 N.E., Seattle 55, Washington.

Wisconsin.—My pupils in grades one to eight and I should like to exchange letters, post cards, souvenirs, and ideas with pupils and teachers in other states, territories, and foreign lands. We live in the "Heart of America's Dairyland." We are interested in exchanging pencils and bread wrappers. Address: Mrs. Arthur Shadel, Lake View School, Route 1, Box 100, Fort Atkinson, Wisconsin.



Teach through 3 Senses at once with

QUIZMO

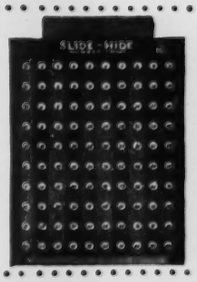
Quizmo is a modern, fun-filled way to mastery of number facts and phonetic elements. This new educational game, played like lotto, challenges the pupil's attention and holds his interest. By appealing at once to eye, ear and sense of touch, it helps "fix" the information rapidly and effectively. In both Arithmetic and Phonetics you will find Quizmo an invaluable teaching aid for obtaining enthusiastic class participation.

PHONETIC QUIZMO
consists of call cards, phonetic master cards and markers. Develops an awareness of sounds, individual letters and letter groups for children in the first, second and third grades.

ARITHMETIC QUIZMO
In three sets: Addition and Subtraction, Multiplication and Division, and Fractions. Each set contains call cards, master number cards and markers. Ideal for total class, small groups or individual instruction.

SLIDE-HIDE NUMBER CHART

Pull the tab and numbers appear on this clever new arithmetic device. One side is a hundred chart for teaching the scheme of numbers in units of ten. The reverse is a multiplication division chart. It has the double advantage of having numbers in view during the learning, and numbers hidden for checking the learning. Size 12" x 9"



FOR FREE INFORMATION **regarding these and other Milton Bradley teaching aids, write to:**

MILTON BRADLEY COMPANY
Department IN36
SPRINGFIELD 2, MASS.

93 Years of Service to America's Children
1860 1953
MB MILTON BRADLEY

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **CREATIVE EDUCATIONAL SOCIETY.** ☐ Send me descriptive folder of your Teaching Picture Units mentioned in your ad on page 115. ☐ Send me a free copy of "What Every Beginning Teacher Should Know."

Ins. 77

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **NATIONAL SCIENCE TEACHERS ASSN.** Please send one sample packet of aids for teaching elementary school science. Representative of membership services to schools having NSTA subscription.

Ins. 426

Name .....

Attention of ..... Position .....

City ..... Zone ..... State 9-53

FREE **THE GEORGE F. CRAM CO.** Please send me Cram's Classroom Classics - Volume 5, No. 2 "Teaching in a Divided World," by J. Hartt Walsh, Ph. D., Dean, College of Education, Butler University.

Ins. 124

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **ASSOCIATION OF AMERICAN RAILROADS.** Please send me a free copy of the cartoon narrative, "Railroads Deliver the Goods," a comic-type booklet on freight service. I understand that additional copies are available for classroom distribution on subsequent request.

Ins. 67

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **A. B. DICK COMPANY, Dept. IR-953.** Please send me full information as checked below:
☐ New A. B. Dick spirit duplicator
☐ MODERN mimeographing for teachers

Ins. 332

Name ..... Position .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **IROQUOIS PUBLISHING COMPANY, INC., Box IN9.** Please send information about your new arithmetic series, NUMBERS AT WORK, by Patton and Young, and your complete program in arithmetic, including Workbooks, Manuals, and Graded-Difficulty Number Cards.

Ins. 337

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **REALISTIC VISUAL AIDS.** Please send me full information about your portfolio of large pictures depicting the graphic story of our country ACROSS EARLY AMERICA.

Ins. 461

Name ..... School .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **MILTON BRADLEY COMPANY.** Please send me your instructive folder entitled "Phonetic Teaching Aids."

Ins. 325

Name ..... Grade .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **WHEELER PUBLISHING COMPANY.** Please send me your free colorful pictorial map of historic U. S. Trails and information on your graded corrective reading program based on your high interest level books for low ability readers. See ad page 109.

Ins. 405

Name ..... Teacher of Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

SPELLING--
A Broader Concept

GWENDOLEN P. HURI

Teacher, Grades 2-3, South School, Manchester, Connecticut

TEACHING spelling in the traditional manner, using an accepted text with a predetermined number of words to be learned weekly, often becomes a frustrating experience for the classroom teacher. She may find children doing well in the weekly tests, but spelling poorly in creative and incidental work. The child, too, often feels handicapped by his inability to spell the words he uses so glibly in his oral expression.

I believe that the concept of the spelling program must be broadened. The words to be learned must come as a felt need on the part of the children. They must be integrated with every other subject in the elementary curriculum.

Nine second-graders and twenty-two third-graders took part in this voluntary experiment. There was a wide range in the ability of the children, and their interests were extremely varied.

The spelling division of the Metropolitan Achievement Test for the primary grades was given the first week in September to determine the grade scores in spelling.

For the next eight weeks we used the following in addition to traditional practices.

The children selected the words they would need to spell in order to carry on the week's work. The words related to their social studies, language arts, reading, science, health, and speech. They were put on the blackboard and later arranged in alphabetical order.

Tests in auditory discrimination were given twice a week to emphasize beginning and ending sounds.

A filmstrip was shown to help pupils realize the value of hearing, seeing, and saying words correctly.

A game, which we named Pop-Up, was played several times a week to teach prefixes and suffixes. In this game each child had three cards on which were stamped letters of the alphabet. The teacher called a stem word, and the first child to "Pop-Up" with each letter was sent to the front of the room to form the word. Various prefixes and suffixes could then be added.

Each child had a notebook which became his personal dictionary. In it he listed alphabetically all words

The Fascinating Story of

FRESH FRUITS and VEGETABLES

- **Where and how they are grown.**
- **Their long journey to market.**
- **How their freshness is protected.**
- **What they mean to the growing child.**

"HEALTH *from Field and Orchard*"

(see Grade Teacher, February 1952)

tells in eight pages and twenty pictures, many in full color, what every growing child should know about Nature's finest gifts to man. This interesting study unit, prepared by experts in nutrition for the 10-to-13 age groups, is FREE to public, private and parochial school teachers in quantities to supply their students.

***Print* or *type* your request on the blank below.**

UNITED FRESH FRUIT & VEGETABLE ASSN
777 14th St., N.W., Washington 5, D.C.

Name .....

Street ..... Zone .....

City ..... , State .....

Grade ..... , No. Pupils ..... , No. Copies .....

NEW

SPIRIT (Liquid)
AND
HECTOGRAPH (Gelatin)
WORKBOOKS
WIDE SELECTION!
EXCITINGLY DIFFERENT!
ALSO
INEXPENSIVE GELATIN DUPLICATORS AND SUPPLIES
WRITE FOR COMPLETE DESCRIPTION
FREE
GEL-STEN SUPPLY CO. INC.
9014 BROOKFIELD AVE.
BROOKFIELD, ILLINOIS

GET YOUR BEAUTIFUL PEN—Free Monogram Name
Simply send to us School Colors and Name, enrollment, Team Name, and dime for mailing.
ACME CO., Box 7466, Portland 20, Oregon.

the Cram Man says:

EDUCATORS LET ME HELP YOU!

Send today for this Big NEW 48-Page Catalog chuck full of Teacher's Aids..

SOCIAL STUDIES

Easier and More Interesting for all children . . .

MARKABLE-KLEENABLE

feature enables pupils to mark or draw on surface. Easy to Clean-Just wipe off.

- **MAPS**
- **CHARTS**
- **GLOBES**
- **ATLASES**

Take advantage of CRAM'S new and improved Maps and Globes. They are designed with a teacher in mind. Cram materials make teaching easier. They have been edited by recognized authorities to fit the mental maturity of different grade levels of pupils.

Use coupon below for receiving valuable free information.

THE GEO. F. CRAM CO., Inc.

730 E. Washington St.
Indianapolis 7, Indiana

Members of the National School Service Institute

FREE Information Coupon—Fill out and mail Today

- ☐ Descriptive Folder—Cram's 64th Edition Unrivaled Atlas.
- ☐ I am interested in learning more about Graded Teaching Aids. Send New Teaching Aids Catalog No. 86.
- ☐ Send information about Markable-Kleenable Maps and Globes.

Name.....

Street.....

City.....

State..... I-953

spelled correctly on his weekly test. Each morning we took a few minutes to let the children spell any extra words that they had learned the previous day. These words, centered around the children's activities, created much interest in word meanings. They entered them in their own dictionaries, illustrating the words whenever possible.

We used such commercial devices as the Automatic Speller, the Wheel o' Words by Katherine D. Hill, and the Word Game by E. W. Dolch.

At the end of eight weeks, a different form of the spelling division of the Metropolitan Achievement Test was given to determine whether or not the methods used were justified. A check was also made against the recognized text for each grade.

The findings seem somewhat significant.

1. Every child, except one, made gains ranging from .2 (the gain expectancy) to 1.6.

2. The total number of words learned by each child ranged from 20 to 257. (The number required by our text for that period was 70 for second grade and 60 for third grade.)

3. The most intelligent children could spell all, or nearly all, of the words on the required lists.

4. For the average and the slow children, the scores were in line with their ability to attack and retain words.

5. An examination of the individual dictionaries showed the diversity of the words learned. They ranged from *apple* to *asphyxiate*, from *bat* to *Boston University*, from *meet* to *Mooselookmeguntic Lake*, from *pet* to *prothonotary warbler*, and from *sea* to *stratofreighter*.

6. Halfway through the year, the spelling division of the Iowa Pupil Test was given. This proofreading type of test also showed significant gains. Sixty-six per cent of the number tested had scores ranging from two months to three years and eight months above the expected score for the grade.

7. Finally, the biggest returns have been the increased interest in words and word meanings; the pride of the group in the achievement of each of its members; and, in creative work, the best spelling for this level that I have had in over a decade of teaching.

My little brother was running through the house. I called, but he did not stop. The second time I called, he came back. "Didn't you hear me the first time?" I asked.

"Yes, but my brakes were out of order, and I couldn't stop," was his reply.

JOSIE MARIE LOVE
Denmark, Tennessee

"Dad," said Tom, "this old TV set is no good."

"What's wrong with it?"

"It'll talk to me, but it won't look at me."

MABEL C. OLSON
Portland, Oregon

"...the greatest aid to better teaching that I've ever used"

— a typical comment from a teacher

If you want to produce more and better visual aids in one-half the time, get acquainted with a Flo-master and its magic FELT Tip. It writes on *any surface*—blackboard, wood, leather, cloth, paper. Broad lines or thin lines (with 4 sizes of interchangeable felt tips)—heavy or light—the flow of ink valve-controlled with the pressure of your finger. Flo-master inks—in eight colors—are instant-drying, waterproof, smudge-proof. You'll find the Flo-master a welcome relief from the drudgery and mess of working with brushes and paints—mixing, spilling, smearing, cleaning up and storing. Available at stationers or school supply houses.

A FEW OF THE 100 USES OF THE FLO-MASTER IN SCHOOLS

- Flash cards, posters, charts
- Maps, games, decorations
- Marking athletic equipment—overshoes, coat hooks, etc.
- Lining blackboards
- Making calendars, clocks

FREE Flo-master School Bulletin illustrates scores of ways teachers are using the Flo-master in school room instruction and activities. Write for your copy to Cushman & Denison Mfg. Co., Dept. 22, 153 West 23rd St., New York 11, N.Y.

Flo-master *The "Miracle" Pen with the FELT TIP→*

A Wonderful Addition to

the BUSY TEACHER'S

Activity Book Shelf

ESTHER M. BJOLAND

Author and Editor

has made a career of creating material for children and editing children's books. Perhaps best known as the editor of "THE CHILD'S WORLD."

Beautifully illustrated, mostly in color . . . 192 pages of ideas and inspiration

Dozens and dozens of stimulating activities for children . . . worked out in detail for the *busy teacher*. Delightful and useful items . . . all made from inexpensive material usually found around the home.

Treat your students to lots of creative fun . . . keep their young hands busy and their young minds keen and contented. Order your copy of "THINGS TO MAKE AND DO" *today*. SAVE two ways . . . on time searching for projects . . . on money for materials.

Here's just a hint of the great variety of things to make and do . . .

Box, Tin Can and Pipe Cleaner Projects
Wood, String and Crepe Paper Crafts
Dolls and Doll Furniture
Wood Construction Toys and Projects
Art, Games, Puzzles . . .

IMAGINATION!

Boats from box tops, wood or cork
Dolls from spools, clothespins, cardboard, vegetables, cork or wire
Musical instruments from cartons, boxes and rubber bands.

Rush Me a Copy of THINGS to Make and Do

STANDARD EDUCATION SOCIETY
130 North Wells St., Chicago 6, Illinois

☐ Please send THINGS TO MAKE AND DO **Postpaid.** I enclose $2.95. GUARANTEE: If not satisfied, I may return it within 10 days for full refund.

☐ Send THINGS TO MAKE AND DO now. I will pay $2.95 plus 17¢ delivery charge by September 15, or return it.

Name .....
Address .....
City ..... Zone ..... State .....

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **SOUTHERN GREETING CARD CO., Dept. 40-CS.** Please send me full details of your fund-raising plan for school groups and other organizations.

Ins. **462**

Name .....

School Name & Address .....

City ..... Zone ..... State 9-53

FREE **PERSONAL PRODUCTS CORP., Box 5364-9.** Please send me free: one Educational Portfolio, ☐ booklets "Sally, Mary and Kate Wondered"; ☐ booklets "Growing Up and Liking It"; ☐ booklets "It's So Much Easier When You Know"; ☐ booklets "How Shall I Tell My Daughter?"

Ins. **363**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **SWIFT & CO.** Please send free ..... copies of the following: (Check one or both offers.) ☐ EAT RIGHT TO WIN, new booklet on nutrition, with teacher's manual; ☐ MARCH TO MARKET - a story of meat.

Ins. **66**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **STATE FINANCE COMPANY, Dept. E-133.** Please send me, in a plain envelope, complete information about your Borrow-By-Mail service for teachers, as described in advertisement on Page 3.

Ins. **328**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **LOUISIANA PURCHASE ASSOCIATION.** Please send free map (suitable for framing) and fascinating facts about the Purchase.

Ins. **168**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **TEEN AGE BOOK CLUB.** Please send information and free kit of materials for plan to interest pupils **in upper elementary grades** in better reading.

Ins. **375**

Name ..... School .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **PROCTER & GAMBLE, Educational Dept. X.** I am interested in the Ivory Inspection Patrol, as described in your advertisement - colored 20" by 26" Wall Chart and Individual Inspection Patrol Sheets. Kindly send me sufficient material for ..... students.

Ins. **92**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **AUDIO RECORD.** Please send me a copy of "THE TEACHER TALKS ABOUT SOUND RECORDING," a new 40-page booklet containing hundreds of practical ideas on the use of tape and disc recording in modern education.

Ins. **441**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

HANDCRAFT Now, every teacher can have a craft program for her pupils at little or no cost. **The New Handcraft Book** offers in complete detail 145 individual craft projects using materials that are readily available without cost, or that can be purchased inexpensively. A craft program is an easy, effective way to teach. It is always popular with children and the things they produce often serve to illustrate social studies or science lessons. The program outlined in **The New Handcraft Book** offers training in using materials neatly with a minimum of waste, as well as in handling tools and other equipment. Postage prepaid on cash orders. **Hard Cover, $2.50. Paper Cover, $2.00.** Order from: **F. A. Owen Publishing Company, Dansville, N. Y.**

plan

YOUR PARENT CONFERENCES THIS FALL

Mary Wheelock Gerth

More and more, schools are utilizing parent conferences as a means of securing home-school cooperation. A face-to-face meeting and a discussion of problems of mutual interest can do much to dispel antagonism and build good will. For best results, however, these conferences must be well planned. They are not casual encounters or social calls. They are business appointments, which can be helpful to parent and teacher alike.

The time to start planning is not the day before the conference. Rather it is the first day, or at least the first week, of school. Though the meeting with the parents may not take place for several weeks or even two or three months, the teacher's observation of the child at the beginning of the school year will give her a basis for noting both his growth and his particular needs. What is his attitude toward the return to school? What relationships does he have with others in the room? What kind of work habits does he have?

The beginning of the school year is also the time to begin a collection of samples of his work in various areas. Some may be saved because they indicate a particular talent which should be developed. Others may illustrate his need for help in certain areas. Gradually, as the weeks go by, these samples may be used in making comparisons and in judging his progress. Kept in a convenient desk drawer, a folder of each child's work offers concrete evidence of points to be discussed, and serves as a reminder to the teacher, who, after all, does not have an infallible memory.

When an appointment is made for a parent conference, this folder of samples is the basis for the teacher's planning. The pupil's folder may also include (for the information of the teacher only) a sheet giving intelligence quotient, mental age, or confidential test results. If anecdotal records are used in the school, they may be filed here with comments of former teachers and any others who may have had contact with the child.

With this material, the teacher is ready to plan her part of the conference. Her thinking should include not only information she wants to give, but questions she would like to ask. The parents of each child know his background and experience better than she. They see him as an individual in a small group and are sometimes more aware of his thoughts and emotions. The teacher, on the other hand, is in a better position to note social adjustment to a large group, leadership ability, and his physical abilities and output of energy as compared with that of other children his age. The mutual advantage of an exchange of information is obvious. Any of these points might be pertinent subjects for discussion if they affect his success as a person.

Parents generally want to know three things: (1) How is my child getting along with you and with the other children in the class? (2) Is he doing his work as well as he should on the basis of his ability? (3) If his work is not up to the standard for him, what can I do to help him?

In answering the first question, the teacher may or may not have behavior problems to discuss. She will perhaps want to comment on the child's friendships, his place in the group as a leader or a follower, his ability to compete with others on a physical basis, his willingness to accept authority, his courtesy toward others, or perhaps a tendency to criticize others.

"Is he doing his work as well as he should?" Here the teacher who has saved samplings of schoolwork will be able to offer valuable information. She can show parents actual evidence of particular needs or talents. If her file includes the work of several months, she can make worth-while comparisons to illustrate progress or lack of it. Here too, her own observations of the child's interests, attention, and work habits may help in the analysis of his problems.

When the important information about the child has been exchanged, teacher and parents can decide on a course of action which will be helpful to him.

An experienced teacher will recognize the depth of the intention underlying a parent's question, "What can I do to help?" Some will be eager and willing to spend a large amount of time giving home assistance. Others will have the best of intentions, but somehow never find the time. Then there will be those who feel that teaching is the job of the school! Here the offer of help is a social amenity about as meaningful as "How are you?"

There is no point in making elaborate suggestions to a parent in the third group, but a thoughtful teacher will be ready to indicate worth-while home activities to parents who are sincerely anxious to use them. Games which provide family fun and educational benefits will be welcomed. Drills which can be carried on with the dishwashing are more likely to be utilized than assignments requiring long periods of parental supervision.

A home project in a field of special interest, a problem in science, or a homemaking or farm activity

SPECIAL RATE FOR TEACHERS

A full year of LIFE
52 issues—only $4

YOU SAVE

$6.40 under single-copy price
$2.75 under regular one-year subscription price

It's the lowest rate at which a full year of LIFE is offered to anyone—and it's made available to you because you will use LIFE not only for your own pleasure, but as a valuable educational aid in teaching your students.

• • •

You will enjoy having your *own* copy of LIFE week by week. Each new issue is packed with entertaining and educational picture stories. It will help you keep up with the fast-changing world . . . be well-informed, interesting, inspiring.

Your students will learn faster—and have more fun doing it—when you show them LIFE's vivid eyewitness pictures of the latest developments in news, science, art, world affairs. Give them this advantage!

ORDER NOW!

. . . or renew your present subscription at this special low rate!

LIFE 540 N. Michigan Ave.
Chicago 11, Illinois

Please send me a full year of LIFE—52 issues—at the special educators' rate of only $4.00.

THIS IS ☐ *A new subscription* ☐ *A renewal*

☐ *Please bill me later*
☐ *Enclosed is check or money order* for $4.00.

Name _____
Position _____
School _____
Address _____
City _____ Zone _____
State _____

To qualify for this rate, please name your school and position. And please include zone number.

LIFE Dept. 3471

could be supervised and encouraged by the parents, but the actual planning might take place in frequent discussions between teacher and pupil. Manual arts, record keeping, reading to find information, oral and written composition, and other so-called school subjects might be a part of the individual project just as they are a part of a social-studies project for an entire class.

A variety of home activities may occur to the teacher depending upon the age and requirements of the child. She may wish to suggest one or several at the first conference and reserve others for future use.

When the teacher feels that the purposes of the conference have been achieved, she will want to end the interview gracefully. She should show the parents that she appreciates this chance to talk with them. She should remember that their attitude, as they walk out the door, will be reflected in their child's reaction toward school, their treatment of the next teacher, their vote on future bond issues, and in countless other ways that affect the school and community.

Charters of Freedom

HAVE you often felt that pupils would find it less difficult to understand the fundamental principles underlying our democracy if they had something tangible to motivate their thinking? Many children may not have an opportunity to visit Washington and other cities to view buildings and documents which are a part of their heritage.

Now, you can obtain readable facsimiles of three great historical documents—the Declaration of Independence, the Constitution, and the Bill of Rights—all in one publication. You may recall that the originals of these documents were placed on permanent display in the Exhibition Hall of the National Archives on December 15, 1952. This date marked the 161st anniversary of the ratification of the Bill of Rights.

The three documents are now kept in sealed glass enclosures filled with helium, and properly humidified to preserve the parchment on which they were written. When on display during the day, they are further protected from any damaging light rays by special filters.

Each night the documents are lowered into a special vault under the floor of Exhibition Hall. There, a fireproof, shockproof, bombproof vault has been constructed of steel and reinforced concrete. An electrically operated mechanism controls the lowering operation, but manual operation has been provided in case the electric current fails for any reason.

"Charters of Freedom" may be obtained from the National Archives, Washington 25, D.C. The cost is twenty-five cents per copy, or twenty cents in quantities of five hundred or more. Checks or money orders should be made payable to the Treasurer of the United States.

BOOKS THAT HIT THE *mark*

NEW 1953 EDITIONS

BASIC LANGUAGE — GRADES 7 and 8

Part of a continuous program for elementary and high school grades

THE ENJOYING ENGLISH SERIES

Don M. Wolfe—Ellen M. Geyer—Lela T. Hamilton

- Convenient four-part organization.
- Motivated units on expression, usage, and grammar.
- Numerous activities for enrichment.
- Special section on letter forms and language practices.
- Enjoyable approach to language skills.

THE L. W. SINGER COMPANY, INC.
249-259 W. Erie Blvd., Syracuse 2, New York
Publishers of The Prose and Poetry Series and The Scientific Living Series

NEW!

NUMBERS AT WORK

by
Patton and Young

Completely new arithmetic texts—new from the ground up—not a revision! Sound in method, appealing and challenging to pupils, and beautiful with glowing color. Based on leading courses of study and the best of recent research.

IROQUOIS PUBLISHING COMPANY, INC.
Home Office: Iroquois Building
Syracuse, New York
New York Chicago Atlanta Dallas

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **BECKLEY-CARDY COMPANY.** Please send your latest Teacher's Buying Guide which illustrates and describes over 3,500 teaching helps.

Ins. 35

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **THE JOHN C. WINSTON COMPANY.** Please send me illustrated material describing Winston's EASY GROWTH IN READING Program.

Ins. 357

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **F. E. COMPTON & COMPANY.** Please send me free copy of your large full-color poster of flags of the U. S., for my classroom bulletin board.

Ins. 308

Name ..... Position .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **AMERICAN VISCOSE CORPORATION.** Please send me: FREE Rayon Teaching Units: ☐ (TA) Grades 1-3 Kit; ☐ (TB) Grades 4-8 Kit; ☐ (TD) Science Kit.

Ins. 22

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **B. F. GOODRICH COMPANY, Public Relations Dept.** Please send me ..... copies of "WONDER BOOK OF RUBBER," with TEACHERS' MANUAL; ..... copies of "JOHNSON MAKES THE TEAM" (for Junior and Senior High), also with TEACHERS' MANUAL.

Ins. 258

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **E. P. DUTTON & CO.** Please send descriptive catalogue of Dutton's 1953 Books for Boys and Girls.

Ins. 352

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **THE JAM HANDY ORGANIZATION.** Please send me descriptive literature on "Music Stories" and a copy of your Filmstrips catalogue. I am especially interested in .....

Ins. 199

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **BINNEY & SMITH CO.** Please send new ARTISTA WATER COLOR FOLDER.

Ins. 262

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **PAN-AMERICAN BAND INSTRUMENTS, Dept. 951.** Please send me a copy of the FREE Filmstrip Folder.

Ins. 247

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

When Nationalities Mix in the Schoolroom

JESS F. BLAIR

Principal, Elbow Rural School, Howard County, Texas

WHEN I reported to my present position as principal of a country school, I found that about half of the pupils were Spanish-Americans, known locally as "Mexicans." Aware that there had been instances of friction between them and the self-styled "Americans," I started the first day of school with some apprehension. Realizing also the differences in language, customs, and religion, I wondered how anyone could weld the two groups into a harmonious, smooth-running school.

The first difficulty was in the age-grade ratio. Most of the Mexican children were from one to three grades behind. Because of language difficulty and laxness on the part of their parents in sending them to school, they were far behind in their schoolwork. Naturally some of the games and projects designed for younger children had to be altered for an older age group.

Another difficulty was their total lack of interest in current events or anything that happened outside their home community. My impression after the first two days was what a stupid, lazy bunch of pupils they were. This opinion, however, changed after a few weeks of work with them.

We decided the first thing was to get to know the children better, to find out why they were like this, and then see what could be done to make them happier at school.

Our first rule was to give every child, regardless of race or appearance, the same impartial supervision. Most of them had feelings of inferiority, and felt that they were not welcome in the school games and activities. Since their parents were mostly farm laborers living in unpainted shacks, and sometimes were welfare cases, the children had come to accept the social differences. They attended school because they had to, and neither asked for, nor expected, any but the most casual attention.

By treating each child as a personal friend, I soon found that the Mexican children were warm-hearted, eager for approval, and ready to accept more responsibility in schoolwork. We have no rule that they cannot talk Spanish, but speaking English is encouraged at every opportunity. Every incident bearing upon racial discrimination is investigated and disciplinary action taken. The pupils are purposely thrown together, so that games will have a mixture of both groups, instead of all the Mexican children playing by themselves.

After a few months, I shamefacedly revised my opinions of these underprivileged children. The common belief that they will steal and lie is not true. Their family ties are strong, and the older ones who have younger brothers and sisters in school are especially helpful in seeing that the little ones mind the teacher and behave properly.

Because the parents are overzealous in protecting their children from mistreatment at school, playground incidents must be handled with care. If a child is hurt, I usually try to see the parents and go over the occurrence carefully. They are assured that their children are receiving fair supervision, and invited to talk over any school problem with us. This, I believe, has smoothed over situations that could have become serious.

Disciplinary problems cannot be handled brusquely or without explanation. When a Mexican child is reprimanded or punished, he is told why. He gets a full explanation of the rule he violated and why it is for his benefit that the rule exists. Usually, one time is all the child ever runs afoul of it.

My most puzzling problem was how to get a large boy to bathe more regularly. He was studious, well-liked, and willing, but totally unaware that he offended his nearby classmates. Since he was very sensitive, I studied a long time before deciding how to solve the problem in a roundabout way.

So, one day I assigned two lessons in our health class to the subject of bathing. Each pupil was to write a page on bathing, telling what kind of soap he used, temperature of the water, and whether he used a shower or tub. We discussed how important and nice it was to be clean and wear fresh-smelling clothes. Next day, the boy was as clean as any of his classmates and has stayed that way ever since.

Today we have a well-knit, adaptable group of pupils. Discrimination has virtually disappeared, and a feeling of camaraderie seems to prevail through the student body.

My experience has been confined to this one school, but I believe the assimilation of racial units can be achieved in almost any school. It requires special effort and harder work on the part of the teachers. They must watch the playground more carefully, spot incidents before they happen, and be especially jovial and friendly with the underprivileged children. Kindness must be shown with the timid child, patience with the slow learner, and complete indifference as to what race or family a child belongs to with all.

In final summation, I would say that to achieve the results mentioned, every pupil must be treated as a human being, with the hope that the training you give him this year will make him a better citizen in the years ahead.

Language GAMES

Beulah M. Coomer

Teacher, Third Grade, Public Schools, Jackson County, Michigan

A MAJOR classroom problem is the teaching of correct oral English expression. Written expression of a fair quality is often achieved quite low in the grades. Pupils may even learn to follow "have" with "seen" or "done," and use "saw" or "did" otherwise—on paper. But the carry-over into ordinary spoken expression may be all but hopeless. Language games have been my best help in this important phase of English teaching.

If the group is slow to respond with questions and answers such as are used in some of the games which follow, start by explaining carefully. Then have the children put their heads on their desks to think briefly before the game begins. When mistakes occur, there is generally some good-natured laughter, but that and the penalty of standing up in front of the room are only mildly embarrassing to most boys and girls.

In a room where the group is excessively bashful, writing a child's name on the chalkboard may take the place of his standing in front of the room. This is a good method to use when there are newcomers in the room, or when visitors or other conditions make standing in front excessively embarrassing.

To keep the group alert, the pupils should be the ones to discover errors, not the teacher.

Whenever a particular difficulty in any group arises, with a little thought the teacher can invent a game to fit. Those which grow out of the local situation are probably the most valuable, but many mistakes are common to all classrooms. The following games cover some of them.

"Saw" or "Seen"

A favorite game for Monday morning brings the children an opportunity to tell interesting things which they have seen. A child might start the game by saying:

"I saw a telephone truck setting a new pole this morning. What did you see, Teddy?"

Teddy will reply; then ask the question of his neighbor. This continues until all have had a chance. When the inevitable "I seen" is spoken, the child must stand in front of the room. Those standing are given another chance later.

A variant of this is the "I Have Seen" game, which may be started as follows:

"I have seen seven robins. How many have you seen?"

(Continued on page 112)

HIGH INTEREST LEVEL BOOKS for slow learners... retarded readers

To meet your needs . . .
a GRADED corrective reading PROGRAM based on high interest level books for low ability readers

- 14 book-length stories, graded in readability (*5 levels*)
- Teacher's Guide Book for each title based on INTEREST APPROACH
- Handbook on Corrective Reading, *written for busy classroom teachers*

EDITED BY DR. EMMETT A. BETTS

The **only** graded basic corrective reading series

Send for FREE colorful pictorial map of historic U.S. Trails and information on the graded corrective reading program.

WHEELER PUBLISHING COMPANY
2831 South Parkway, Chicago 16, Ill. • Dept. 390

Helpful Teaching Materials for You

FREE **BENJ. H. SANBORN & CO.** Please send your illustrated circular GROWING WITH ART. Ins. 361

Name ..... Grade .....
Street or R.D. ..... No. Pupils .....
City ..... Zone ..... State 9-53

FREE **ALLYN AND BACON, INC.** Please send me descriptive material on the QUINLAN BASIC READERS advertised elsewhere in this number of The Instructor. Ins. 443

Name ..... Grade .....
Street or R.D. ..... School .....
City ..... Zone ..... State 9-53

FREE **DA-LITE SCREEN CO., INC.** Please send me your new audio-visual teaching material: (check one or both) ☐ "COLOR MAGIC" booklet for improving my movie and slide shows; ☐ Planning for Effective Projection. Ins. 440

Name ..... Grade .....
Street or R.D. ..... No. Pupils .....
City ..... Zone ..... State 9-53

FREE **FRANK H. FLEER CORPORATION.** Please send information on your American Pictorial History offer. (See ad on page 76.) Ins. 273

Name ..... Grade .....
Street or R.D. ..... No. Pupils .....
City ..... Zone ..... State 9-53

FREE **INTERNATIONAL CELLUCOTTON PRODUCTS CO., Educ. Dept. I-93.** Please send me ☐ details on your film "The Story of Menstruation." Also send ..... copies YOU'RE A YOUNG LADY NOW (for girls 9-12); ..... copies VERY PERSONALLY YOURS (for older girls); ☐ Menstruation Chart; ☐ Teaching Guide. Ins. 38

Name ..... Grade .....
Street or R.D. .....
City ..... Zone ..... State 9-53

Easiest Way to
LEARN TO WRITE
The A. N. Palmer Company's Latest Publications

☐ **• MANUSCRIPT WRITING THE EASY WAY**
This book gives the beginner the advantage of starting out with the correct procedure and makes manuscript writing a pleasure for both pupil and teacher. Price $1.50

• CURSIVE WRITING THE EASY WAY
This series has an individual book for each grade. Correct mechanical techniques, the purpose and a daily outline are incorporated into each lesson. The pupil moves forward systematically from the simple to the complex letter forms.—20c each. (Check grades—books below).

MANUSCRIPT Writing Textbooks

Show Me How To Write
by Edith Underwood Conard, Instructor in the Primary Department, Teachers College, Columbia University. In this series the pupil's and the teacher's needs are anticipated and provided for with interesting material.

☐ **Book 1 (for Grade 1)** has 32 pages of manuscript writing and suggestions to help develop the desire and correct writing habits. 15c each. (order in quantities)

☐ **Book 2 (for Grade 2)** has 48 pages of material on this grade's level. 15c each.

☐ **TEACHER'S GUIDE TO SHOW ME HOW TO WRITE—** contains 48 pages of helpful instructional material. 40c each.

ALPHABET CHALKBOARD CARDS—
☐ Manuscript ☐ Cursive
Set of 15 cards (8½x17 inches each) contains all the capitals, small letters, and numerals. Excellent as permanent blackboard border. Colors white on black or green. 90c each.

CURSIVE Writing Textbooks

CURSIVE WRITING THE EASY WAY
by Marion H. Bronson. This series of books have grade level appeal. Book 3A designed to cover transition from manuscript to cursive. Order for each grade 1 through 8. 20c each.

☐1, ☐2, ☐3, ☐4, ☐5, ☐6, ☐7, ☐8.

PALMER METHOD—4 Book SERIES
by A. N. Palmer. Each of these books gives sufficient practice material for two grades. Contains fundamental procedures for good writing, specimens and suggestions for teachers.

☐ **WRITING LESSONS** Grades 1 and 2, 72 pages. 20c
☐ GRADES 3 and 4 64 pages. 20c.
☑ GRADES 5 and 6 64 pages. 20c.
☐ **PALMER METHOD BUSINESS WRITING** Grades 7 and 8, 96 pages. 30c

A. N. PALMER CO., 902 SO. WABASH, CHICAGO, ILL., 55 FIFTH AVENUE, NEW YORK, N. Y.

A. N. PALMER CO. 902 So. Wabash Ave., Chicago, Illinois
Please send me the writing materials checked above.
I enclose $..... Bill me in 30 days.....
Name .....
Address .....
25% off in lots of 12 or more.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **THE STRATHMORE COMPANY.** Please send me your 4-color Catalog of Educational Toys and Magic Slates for school use.

Ins. **282**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **NATIONAL ASSOCIATION OF HOME BUILDERS.** Please send me full particulars on your free teaching aids concerned with housing and social science. I would also like to have a free copy of the debate manual on "American Home Ownership Vs Public Housing."

Ins. **463**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **TEACHERS CASUALTY UNDERWRITERS.** I am interested in knowing about T.C.U.'s "10-Way Protection" Policy against accident, sickness, and quarantine, at a cost of less than a nickel a day.

Ins. **18**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **SIFO COMPANY.** Please send me your free illustrated Sifo educational toy catalog, giving the recommended age and full explanation of what and how the children learn.

Ins. **248**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 1 - 2 - 3.

Ins. **9**

Name .....

School .....

City ..... Zone ..... State 9-53

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 4 - 5 - 6.

Ins. **9**

Name .....

St. or R.D. .....

City ..... Zone ..... State 9-53

FREE **STORY PARADE.** Please send a sample copy of your magazine. Also a general suggestion sheet telling ways the magazine can fit into the various areas of my curriculum and how it can be used to stimulate reading interest even among the poor readers in my class.

Ins. **387**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **INTERNATIONAL CELLUCOTTON PRODUCTS CO., Educ. Dept. I-93-K.** Please send me the set of 12 patterns for Kleenex tissue box covers. Also include order blank so that I may request extra patterns for individual girls.

Ins. **359**

Name ..... Grade .....

St. or R.D. .....

City ..... Zone ..... State 9-53

POETRY Here's the book you've been waiting for—a complete classroom poetry book. POEMS CHILDREN ENJOY contains nearly 700 poems for every holiday, every special occasion, recitations, social studies and English. This 112-page volume combines verse which has appeared in THE INSTRUCTOR with favorite poems by many noted authors. Illustrations have been carefully drawn by artists familiar to INSTRUCTOR readers. Contents are carefully organized according to occasion or subject matter. Postage prepaid on cash orders. Hard Cover $2.50. Paper Cover $2.00. Order from: F. A. OWEN PUBLISHING CO., Dansville, N.Y.

The Shoestring GAME

Katherine Dissinger

THIS game provides young children with a drill on the difficult "wh" and "w" words, which are confusing to them because they are of similar configuration, and do not call up a mental image. Children can play with this device independently. It provides drill on such words in meaningful content, and it calls for a definite response which can be quickly checked.

On a piece of paper print or type the following story.

THE LOST DIME

Billy wanted to buy some candy, so he said, "Please give me a dime, Mother."

He went to the store which was near by.

"Come, Spot," he called to his dog.

On the corner they met Sally Smith, who lived next door.

"Where are you going, Billy?" she said.

"To get some candy," Billy said. "Come with us."

They went to the store.

"What do you want?" the store man said. "And where is Spot today?"

"Oh, I thought he came with us," Billy said.

The store man gave Billy the candy, but when Billy reached into his pocket, the dime was gone. There was a little hole in his pocket. Where was the dime?

Billy ran back up the street, and there was Spot, standing guard over the lost dime on the sidewalk.

On the left side of a piece of cardboard, 12″ x 15″, paste a list of printed questions, for example:

Who wanted a dime?
Where did Sally live?
What did Billy say to Spot?
Where did Billy go?
Where did Billy meet Sally?
Why did Billy go to the store?
Where was the dime?
Who was guarding the dime?

On the right side of the cardboard paste a list of answers.

next door	to get some candy
Spot	to the store
Billy	on the corner
"Come, Spot."	on the sidewalk

Punch holes following each question and before each answer. Cut shoestrings in two, knot the cut side to the underside of the board and run the pointed end up through the hole after each question. After the child has read the story, he reads the question on the left, finds the correct answer on the right, and threads the pointed end of the shoestring into the correct hole and pulls it taut.

Another IF for Teachers

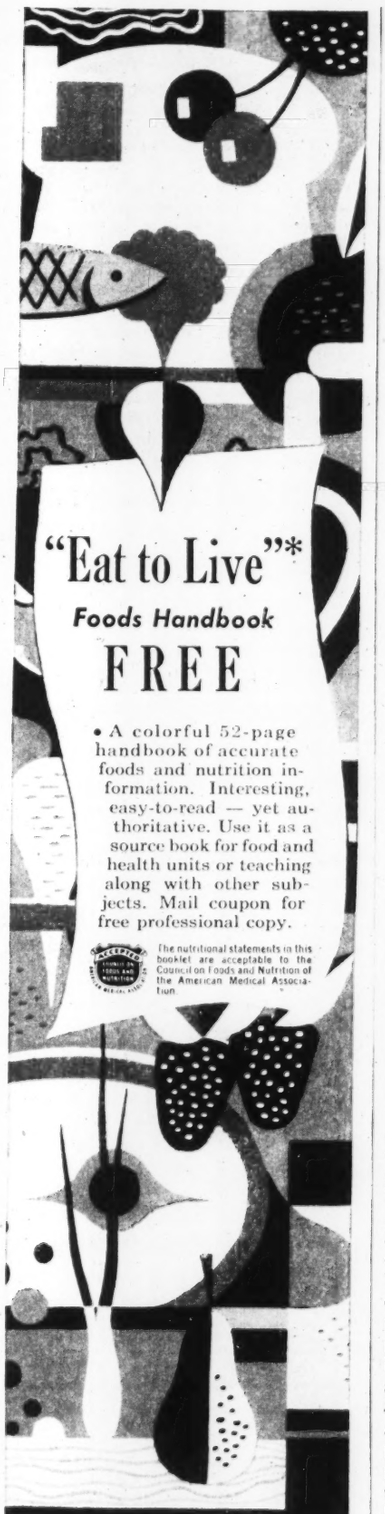
James F. Eubanks, Jr.

If you can keep a smooth and even temper,
While twenty children call at once for you;
If you can look both charming and inspiring
And say to each of them, "I'll soon be through,"
Then go ahead, rememb'ring what you're doing,
Explain, and plan, and grade an exercise,
Then take the next and help *him* solve *his* problem,
And doing all, look tender and sound wise—

If you can race outdoors and play at recess,
And all the while keep order on the ground;
If you can take your turn at bat and fan out,
And still remember, "Never, never frown,"
Then race back in to face another hour
Of long division, music out of tune;
If you can settle every classroom squabble
And never say, "It won't be long till noon"—

If you can spend an hour of relaxing
By keeping score or being referee,
Then face your students with renewed devotion
To say, "Here's how we conjugate *to be*";
If you can *give,* each unforgiving moment,
And then when all is given, give again;
If you can make your voice, with understanding,
Sweep through your schoolroom like refreshing rain—

If you can face your task, when day is over,
And turn aside, leave pleasant things behind;
If you can spend your own sweet quiet moments
On lesson plans and grades—things of that kind;
If you can rest and sleep, and rise tomorrow
To face another day much like the rest—
Then you're a TEACHER, and may Heaven bless you,
Because you give to children of your best.



"Eat to Live"*

Foods Handbook

FREE

• A colorful 52-page handbook of accurate foods and nutrition information. Interesting, easy-to-read — yet authoritative. Use it as a source book for food and health units or teaching along with other subjects. Mail coupon for free professional copy.

The nutritional statements in this booklet are acceptable to the Council on Foods and Nutrition of the American Medical Association.

WHEAT FLOUR INSTITUTE
309 West Jackson Blvd., Chicago 6, Ill.
Dept. I-9
Please send me FREE copy of EAT TO LIVE* a Long, Happy, Productive Life—foods handbook for teacher reference.

NAME _____

SCHOOL _____

ADDRESS _____

WRITE FOR FREE COPY TODAY

New Ball Game

Edward J. Jam

BALANCE KICKBALL is excellent for "cooling off" the children after a vigorous gym period or strenuous playground activity. It has all the elements of competition and skill which children like, without the running and perspiring. This is important in schools that do not provide for a change of clothes in physical-education period.

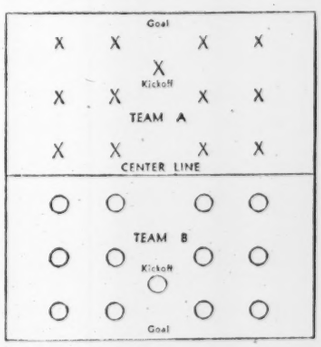
The game gives children a chance to develop their powers of balance and co-ordination. This is because the player reaches for the ball with one foot if the ball does not come right to him. Kicking the ball while standing still also uses leg and foot muscles.

Balance kickball is best suited for physical-education classes in the gym, but it can be adapted for outdoor gym or recess.

Rules and Regulations

Equipment.—One soccer ball for inside or outside use. A volley ball could be used inside.

Playing area.—A basketball court would be good. A small gym 50-60 feet by 35-40 feet is ideal. The playground must have boundaries. There is a goal at each end.



Players.—Thirteen players on each side is ideal. More than thirteen make scoring more difficult while fewer make it that much easier. Arrange players as in diagram.

Starting the game.—Flip a coin to decide which team kicks off first. This is important because a goal could be scored on the kickoff if the ball traveled through the opposing team. The team not kicking off tries to kick the ball back and thus score its own goal.

Scoring.—One point for each goal.

Procedure.—After the game starts, players kick ball if it comes to their position. They are allowed one step or jump toward the ball to kick it. After kicking the ball they step back into their original position. Players should not use hands or arms for anything except to protect their faces. Touching the ball with hands automatically gives a point to the opposing team. If the ball is kicked over the heads of players protecting the goal, the point will not count. When a goal is scored, the game stops, and the ball goes to the opposite team for the kickoff. When each team has kicked off, persons in "kickoff positions" choose someone and they exchange positions, thereby giving everyone a chance to kick off.

Champion LIQUID PROCESS WORKBOOKS presents

a new series of master copy workbooks in condensed form for the Spirit Duplicator.

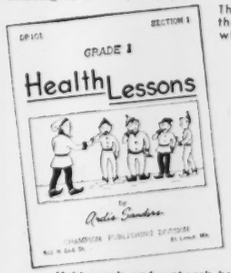
The new "Short Series"—a group of 5 workbooks, 15 pages each, built for the primary grades on the subjects of HEALTH, SAFETY, THE SEASONS, DAYS WE LIKE AND HOLIDAYS.

HEALTH—2 parts.
DP101, part one contains health rules on habits of cleanliness of face and hands, clothing, care of teeth, etc.
DP102, part two contains rules for body building with such topics as proper light when reading, good posture standing or sitting. Correct eating habits such as not eating too fast, health foods, milk, vegetables, fruits, etc.

SAFETY—DP103.
Covers the everyday experiences of a child with such ideas as safe places to climb and play. Crossing streets, riding bicycles, swimming, etc.

THE SEASONS—DP110.
A Workbook for primary children with the vocabulary easy to read and understand. The material is scientific in nature and helps to familiarize the child with the four seasons—Autumn, Winter, Spring and Summer. It contains pictures as well as reading and allows the use of individual interpretation in activities.

DAYS WE LIKE AND HOLIDAYS—DP111.
The 5th part of this "Short Series" is for boys and girls everywhere who look forward to favorite days during the calendar year. Written in simple language and designed to appeal to primary children, it helps teach the meaning of these special days with pictures and short histories containing stated activities.



This new "SHORT SERIES" is a group of master copies written to help the busy teacher as a source of supply for extra curricular activities when sound basic material is needed. Price per copy **$1.50**

OTHER LIQUID PROCESS WORKBOOKS:—

DP18	Gr. 1—Phonics	All 32 page master copy workbooks for the liquid process duplicator. Arranged for drill in the basic studies where extra emphasis is needed to raise the percentage average of the class.
DP24	Gr. 2—Phonics	
DP01	Preprimer—Reading	
DP02	Primer	
DP05	Numbers for Beginners.	
DP15	A Second Number Book.	
DP26	Gr. 2—1st half—Arith.	
DP27	Gr. 2—2nd half—Arith.	All work sheets are 8½ x 11" size for easy correction and storing. Price per copy **$3.25**
DP33	Gr. 3—1st half—Arith.	
DP34	Gr. 3—2nd half—Arith.	

DP300—Maps of the Continents.
DP400—Maps of Groups of States in the U. S.
Price per booklet of 8 **$1.00**

Hektograph and seatwork book information given upon request. *CLIP AND MAIL TODAY*

CHAMPION PUBLISHING DIVISION 613 No. 2nd St. St. Louis 2, Mo.

Champion Publishing Co., Dept. I 53
613 No. 2nd St., St. Louis 2, Mo.
☐ Send me Champion WORKBOOKS-MASTER COPIES as described above (order by number)
No. .....
☐ Send me FREE big 3 in 1 catalog of Champion Workbooks.
Name .....
Address ..... City ..... State .....

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **SUNSHINE ART STUDIOS, Inc., Dept. IS-9.** Please send me on approval samples of the Famous Sunshine Christmas Cards. . . . . Please include Sunshine's Money Making Plan for Raising Funds for all Class Activities, equipment, supplies, projects, etc., and details of Huge Cash Prize Sales Contest.

Ins. **464**

Name ..... Teacher of Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **THE HYGIENIC PRODUCTS CO.** Please send me ..... copies (specify number wanted) of your free booklet "The Science of Bathroom Sanitation." (See advertisement on Page 77.)

Ins. **301**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **BITUMINOUS COAL INSTITUTE.** Please send me "Map of Coal Areas in U.S.A.," a newly-revised, 1953 edition, in color. Also complete list of your educational classroom materials on solid fuels.

Ins. **160**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... County ..... State 9-53

FREE **SOCIETY FOR VISUAL EDUCATION, INC.** Please send me a free copy of the big new 1953-54 SVE Educational Catalog listing, describing and illustrating hundreds of new filmstrips, slidesets and equipment.

Ins. **197**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **SQUARE DANCE ASSOCIATES.** Please send me information on Ed Durlacher's new simplified system for teaching square dancing. Include information on teaching rhythms to the very young, as well as the teaching of couple dances and mixers.

Ins. **423**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **A. N. PALMER COMPANY.** Please send me full information about the Palmer Method Writing the easy way; ☐ MANUSCRIPT WRITING; ☐ CURSIVE WRITING.

Ins. **432**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **GILBERTON CO., INC.** Please send me a teacher's brochure on introducing better reading effectively.

Ins. **63**

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **THE L. W. SINGER COMPANY, INC.** Please send me free descriptive material on your publications in the subjects checked: ☐ Elementary Science; ☐ Elementary Science Filmstrips; ☐ Reading and Literature 3-6; ☐ English Grammar 3-6; ☐ English Grammar 7, 8; ☐ Reading and Literature 7, 8.

Ins. **285**

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

THE INSTRUCTOR
Catalog of
Teaching Aids

Send today for your copy of this brand-new Catalog of Teaching Aids. Recently revised, this handy-size catalog fully describes the complete line of INSTRUCTOR Teaching Aids. A postcard will do. Address: F. A. OWEN PUBLISHING COMPANY, Dansville, New York.

Language GAMES

(Continued from page 109)

Questions and answers will continue about the room. The teacher should encourage and expect variety.

"I did" and "I have done" may be handled in a similar manner.

Don't Say "Ain't"

The use of contractions in spoken English is to be encouraged. Many children will write on paper, "He is not here," but will say, "He ain't here." More practice with "isn't" and "aren't" helps to eliminate "ain't." Make a long list of questions similar to these, all requiring a negative answer:

1. Is the moon green?
2. Are you at the North Pole?
3. Is a rabbit a fish?

When you make your list, keep the reading level of your pupils in mind.

If the correct reply to some question should turn out to be positive instead of the intended negative, just tell them that that is the joker in the game. It will keep them all the more alert next time.

A question or more apiece is handed to each child on a typed slip or card. He will read his question to his neighbor, who will make the suitable reply, as, "No, the moon isn't made of green cheese." (I feel that it is quite important to require the use of the contraction rather than the more formal "is not.")

"Haven't Any"

In this game, the girls and boys think of "haven't any" sentences. If they are mature enough, they write them themselves; if not, the teacher may write the sentences on the chalkboard as the children think them up. When there are twenty or more, the sentences are read. As each one is read, the group tries to find another which will rhyme with it. All of these rhymes may finally be duplicated so that each child may have a copy. The children enjoy chanting:

"I haven't any book,
I haven't any money,
I haven't any cook,
I haven't any honey.

"I haven't any pie,
I haven't any milk,
I haven't any eye,
I haven't any silk."

Every repetition is helping to fix the correct expression in the child's mind.

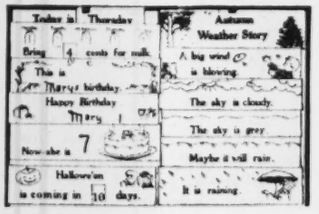
"You Were"

The use of the plural with "you" is important enough to deserve a game by itself. One child is "it." He says, "Guess what I was doing last night."

The others in turn will try to guess, saying, "You were—"

The one who guesses correctly will be "it."

Primary Teaching Aids


Today is Thursday
Autumn Weather Story
Bring 4 cents for milk.
A big wind is blowing.
This is Mary's birthday.
Happy Birthday Mary
The sky is cloudy.
The sky is grey
Now she is 7
Maybe it will rain.
Hallowe'en is coming in 10 days.
It is raining.

The tremendously popular

☐ **BULLETIN BOARD CARD UNIT**

Consists of 85 heavy manila card strips printed in large, bold type; many are attractively illustrated. The cards cover 3 classifications: Statistical, Social Science, Natural Science. Cards to build different thought units are selected by teacher and pupils. An invaluable aid to primary reading, language and social science and to lead children into the field of natural science. Teachers! Save hours of work in preparing bulletin board cards by using this unit. **Special Unit Price, $7.00 Postpaid for Card File and Acme Card Holder. Card File only, boxed, $3.50 Postpaid.**

Special Offer If your order amounts to $5.00 or more check here ..... if you want us to include free "Teachers' Handbook for Primary Grades."

Eminently successful Phonic Drill

☐ **READ-O-GRAPH WAY**
consisting of Brownie Read-O-Graph Wall Chart and Flash Cards, Vowel Picture Cards (and individual stickers), Guide Book. Special Net Postpaid, complete $5.40.

☐ **FUN IN PHONICSVILLE UNIT**
Complete. Children love to play this game that offers splendid drill of initial sounds. With special holder. Net Postpaid $3.75.

☐ **PHONIC LINGO SET NO. 1. $1.75**

☐ **PHONIC LINGO SET NO. 2. $2.00**
Thousands of teachers enthusiastically endorse these phonic drill games (Set No. 1 for Grades 1-2; Set No. 2 Advanced Second through 4th Grade).

CHECK ABOVE ITEMS WANTED, CLIP AND MAIL WITH YOUR REMITTANCE, NAME AND ADDRESS

Sent postage paid by us (U.S. only) if remittance is enclosed with order. If to be charged, give full information, school district, address, etc.

THE KING CO., 4607 N. Clark St., Chicago 40, Ill.

Make a Note of This!

THE INSTRUCTOR

MUSIC MADE EASY

CHARTS

A new, modern visual aid for teachers who want practical help in presenting music fundamentals.

The twenty charts in this set cover the music theory required in the elementary school. Simple and concise, the explanations are illustrated wherever possible.

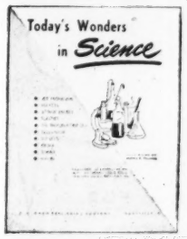
The charts proceed in logical sequence from the explanation of the simple staff to the common musical terms. Required sight reading is simplified by presentation of symbols, time and key signatures, and the chromatic scale.

Price $1.25

Postage Prepaid on Cash Orders.

Order from:

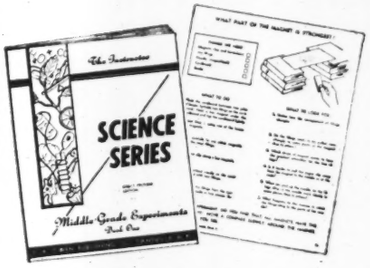
F. A. Owen Publishing Co.
Dansville, N.Y.



SCIENCE POSTERS!

LOW COST Teaching Aids FOR BUSY TEACHERS

ARITHMETIC FLASH CARDS!



SCIENCE EXPERIMENTS!

Brand-New for starting school!

Here they are.... Teaching Aids that you've been asking for. They're new, sound, practical—and they employ the latest learning techniques. Just off the press, they're waiting for you. Use the handy coupon below to order your new Aids today.

A POETRY BOOK!

TODAY'S WONDERS in Science

10 CARTOON - TYPE POSTERS

Printed in Two Colors

- Jet Propulsion
- Photoelectric Cell
- Atomic Energy
- Television
- Rockets
- Sonar
- Radar
- Diesels
- Plastics
- Nylon

This is an outstanding collection of cartoon-type posters that explain modern scientific marvels. They're a sure-fire hit with the children for they show graphically and dramatically how today's wonders in science operate. This set will serve you well as an up-to-the-minute teaching tool for science.

Each poster is printed in two colors (five different colors in a set) to make them eye-catching bulletin-board attractions. Supplementary text, related activities, and experiments appear on the reverse side of the posters. Large size (10" x 13"), the posters are printed on glossy white paper and are enclosed in a sturdy portfolio.

Set **$2.25**

Postage Prepaid on Cash Orders

The Instructor Activity Guide Series

POEMS CHILDREN ENJOY!

contains nearly 700 poems

A complete classroom poetry book for

- **Every Holiday**
- **Every Special Occasion**
- **Recitations**
- **Social Studies**
- **English**

Here's the book you've been waiting for—an exciting collection of poems that will meet your every classroom need. This 112-page volume combines verse which has appeared in THE INSTRUCTOR with favorite poems by many noted authors, among them Rachel Field, Monica Shannon, Walter de la Mare, and Rose Fyleman. Each selection has been classroom-tested and is included in this book to meet a definite need.

POEMS CHILDREN ENJOY is designed to attract children: it features a large-size page (9¾" x 12¾") and illustrations that have been expertly drawn by artists familiar to INSTRUCTOR readers. If the book is placed on a library table, you can count on children picking it up of their own accord.

For your part, you can turn to this very comprehensive collection with confidence that you will find just the kind of poem you want; and you will be delighted to see how easy it is to use. The contents are carefully organized according to occasion or subject matter. Sturdily bound, in a choice of paper or hard covers.

Hard Bound Edition $2.50 **Paper Bound Edition $2.00**

Postage Prepaid on Cash Orders

The Instructor Science Series

PRIMARY GRADE EXPERIMENTS

Book I—20 Experiments with 4 review pages covering Seeds, Animals, Rocks, and Weather.

Book II—20 Experiments with 4 review pages covering Plants, Sky, Day and Night and Seasons, and Tools and Magnets.

MIDDLE GRADE EXPERIMENTS

Book I—19 Experiments with 5 Tests covering Plants, Animals, the Weather, Soil, and the Solar System.

Book II—20 Experiments with 4 Tests covering Air, Magnets, Electricity, and Machines.

Here are four new science books — two for Primary Grade Experiments and two for Middle Grade Experiments. Written by well-known authorities on elementary science activities, these books meet the curriculum requirements of most cities and states. The organization of material follows that recommended by the Federal Office of Education.

The same scientific procedure is followed throughout each book. Complete on one page, each experiment lists the problem, the materials needed and the procedure. Full directions for making observations and conclusions through the use of questions, and final correlation with other material, are included. No expensive equipment is necessary — materials needed can be assembled at little or no cost, for everyday occurrences are emphasized. Tests which will give the pupils a clearer evaluation of the experiments are provided at the end of each section. Suggestions for the teacher are included.

Each book contains 24 duplicator pages, perforated for easy tear-out, forming the basis for a science notebook, and each is printed in two styles: for hectograph and liquid-process duplicators. Both series provide a full year's work in science.

For Hectograph Duplicator each book **$1.25**

For Liquid-Process Duplicator each book **$2.00**

Postage Prepaid on Cash Orders

F. A. OWEN PUBLISHING COMPANY, DANSVILLE, N. Y.

Please send me the following Teaching Aids at once: TA IN 953

- ☐ Today's Wonders in Science $2.25
- ☐ Poems Children Enjoy
  - ☐ Hard Bound Edition $2.50
  - ☐ Paper Bound Edition $2.00
- ☐ Primary Grade Experiments: ☐ Book I ☐ Book II
- ☐ Middle Grade Experiments: ☐ Book I ☐ Book II
  - ☐ Hectograph Edition....ea. $1.25 ☐ Liquid Process Edition ea. $2.00
- ☐ Arithmetic Flash Card Sets ..... ea. $1.50
  - ☐ Addition ☐ Subtraction ☐ Multiplication ☐ Division

Total Amount of This Order $..... Postage Prepaid on Cash Orders.

☐ Enclosed is $....., payment in full. ☐ Bill me, payable in 30 days.
(Except to schools, minimum personal credit order $4.00.)

Name .....

St. or R.D. .....

P.O. & Zone ..... State .....

for + ADDITION × MULTIPLICATION
− SUBTRACTION ÷ DIVISION =

ARITHMETIC FLASH CARDS

Handy Action Cards - Punched and Ringed
Designed for Easy Use in the Classroom

Brand new .... the handiest Flash Cards you've ever used. All cards are punched and ringed for your convenience. You can use the entire set or as few as you may want at a time. For ease in reassembling after using one family, the cards are numbered and the punch holes align only in the correct position. The Addition, Subtraction, and Multiplication Sets each present 100 single problems with the answer on the back. The Division Set includes 90 cards. You show the answer by merely lifting the card.

The numbers are printed in large, legible type. Symbols are used to avoid confusion. The arithmetic facts are presented in order of the degree of difficulty as carefully determined by tests. The facts may be broken down into any family for practice.

Each of the four flash-card sets is distinctive in color to facilitate reference. Sets are packaged in handy-size manila envelopes with clasp fastener for easy storing.

Each Set **$1.50**

Postage Prepaid on Cash Orders

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **KELLOGG COMPANY, Home Economics Services.** Please send me Kellogg's **Early Bird Breakfast Game** with colorful wall poster, score folder for each pupil, prize buttons for pupils in winning team, and seal for each pupil with perfect score. There are ..... children in my class. (See Page 83.)

Ins. 125

Name ..... School & Grade .....

School Address ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **AMERICAN BOTTLERS OF CARBONATED BEVERAGES.** Please send your free booklet, SOFT DRINKS AND THE BALANCED DIET, containing chart showing sugar content of various foods and beverages, and explaining how soft drinks fit into "Basic 7" Diets.

Ins. 272

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **FOLLETT PUBLISHING COMPANY.** Please send me a copy of your new primary catalog describing your creative readiness materials.

Ins. 17

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **LETCHER VISUAL AIDS.** Please send me a free copy of your catalog, "Classroom Beauty," describing the Letcher Visual Aids.

Ins. 378

Name ..... School .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **DELKOTE, INCORPORATED.** Please send me a copy of "How to Cut Book Costs" - an illustrated book maintenance technique booklet describing methods of using liquid plastic BOOK-SAVER.

Ins. 402

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **AROUND-THE-WORLD SHOPPERS CLUB.** Please send free brochure describing the unique Around-the-World Shoppers Club, and how I can receive beautiful, unusual, useful gifts from abroad every month, for only $2.00 each, postpaid and duty free.

Ins. 465

Name .....

St. or R.D. .....

City ..... Zone ..... State 9-53

FREE **NATIONAL COTTON COUNCIL, Box 76.** Please send ..... copies (limit 25 per class) of your "1953 Pattern Service for Sewing with Cotton Bags," suggesting ways to re-use thrifty cotton bags in home sewing and class projects.

Ins. 71

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **LYONS & CARNAHAN.** Please send me descriptive literature and Reading Bulletins on the Developmental Reading Series as advertised on Page 88.

Ins. 151

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **TEXAS AND PACIFIC RAILWAY.** Please send a copy of "Our Four Great Faiths" and reprints of your advertising message as shown on Page 69, for bulletin board use, and distribution to my pupils.

Ins. 444

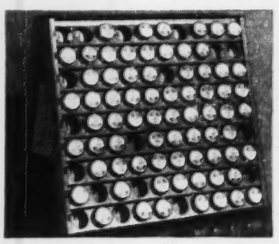
Name .....

St. or R.D. .....

City ..... Zone ..... State 9-53

NEW FOR YOU!

A DEPARTMENT DEVOTED TO NEW PRODUCTS FOR *You* AND THE *Classroom*

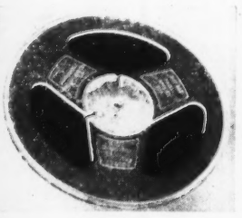


To get the most out of the filmstrips you have, order one or more Standard Filmstrip Wall-files. You'll be eliminating the problems of wall space and inconvenient reference. When a filmstrip is needed, you simply look for the title, which is clearly displayed, alphabetically if desired. Each file holds ninety filmstrips. Two files may be joined in an inverted "V." Wedge attachments for this type of display are provided at no extra cost by the manufacturer. Jack C. Coffey Co., 1124 Greenleaf Avenue, Wilmette, Ill.

Have you seen "Duo-Surf," the double-purpose, medium-weight, white art paper? This ideal mural paper is glazed on one side for finger painting and slightly rough on the other for chalk, crayon, charcoal, and pencil art. A roll costs under three dollars and measures 200 feet by 24 inches. Bacon & Vincent Co., Inc., offices are located in New York City, Buffalo, and Mineola, N.Y.

Painting is a great deal of fun when you know that M and H Brush Cleaner cleans natural- and synthetic-bristle brushes easily. Simply soak brushes used in oil, water, or rubber-base paints and rinse with water. M and H Brush Cleaner is nonodorous and may be re-used after storage. Write to M and H Laboratories, 2705 Archer Ave., Chicago 8, Ill., for the brush cleaner.

A "new improved plastic reel" for standard magnetic recording tapes has been introduced by Minnesota Mining and Manufacturing Co., of St. Paul, Minn. The seven-inch, three-spoke reel with a two and one-fourth-inch hub is designed to insure accurate program timing. Heavier spokes reduce reel warpage and the unique "V" slot cuts threading time by one third. "Scotch" No. 111 and No. 120 "High Output" magnetic tape, in 1200-foot-plus lengths, comes on this reel at no additional cost.



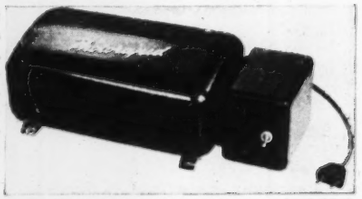
Are you looking for a novel first-day surprise? This plastic globe can be blown up easily to sixteen inches in diameter. The map of the world is clearly and colorfully printed in washable, durable, and nontoxic colors. The base is made from the globe's attractive shipping box. This useful gift for students of all ages is distributed by Amy Abbott, Inc., 344 W. 52nd St., New York 19, N.Y. The globe costs $2.00 postpaid.

The Weber Costello Co., Chicago Heights, Ill., announces its new Beginner's Globe for grades one through three. Designed by Edith Putnam Parker, the globe eliminates much of the confusion experienced by younger children. Land areas are all painted yellow, mountains are semi-pictorial, and all printing stands out plainly. The twelve-inch, eight-pound globe turns easily in its base or can be removed for closer inspection.

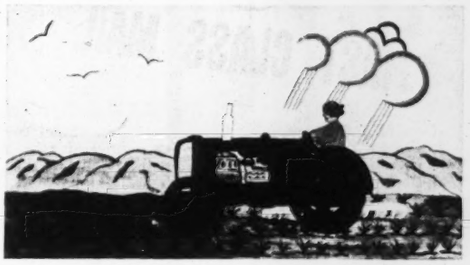
You'll find that even a strict classroom budget can include a good, yet inexpensive, microscope. A fine Japanese optical firm is producing 100-, 200-, and 300-power microscopes with achromatic or nonachromatic lenses. An achromatic model costs approximately $25.00; the nonachromatic model about $15.00. Contact S. E. Laszlo, 25 Lafayette St., Brooklyn 1, N.Y.

Wood Glu permanently joins plywood, paperboard, fabrics, leather, and many other types of materials. It is white and nonstaining. Simply apply to one surface and put under pressure for 20 to 30 minutes. It is ideal for construction work and hobby craft uses. Ask at hardware stores, hobby shops, or write Paisley Products, Inc., 1770 Canalport Ave., Chicago 16, Ill.

Photorapid, the latest development in photo-copy machines, completes its operation in less than ninety seconds. Originals up to 12" x 17" can be reproduced in photo-exact detail on regular weight paper (on one or both sides), on a transparent paper, on tissue, or colored stock. Photorapid is distributed by Copy-Craft, Inc., 105 Chambers St., New York, N.Y.



"Future Unlimited"



A seventh-grade Indian boy in New Mexico saves U.S. Bonds for a tractor to replace the hand method of hoeing corn.

DURING the school year 1953-54, the Treasury Department is sponsoring a nation-wide art project for children in grades four through twelve. "Future Unlimited" is *an educational project*, and *not a contest*. Its purpose is to create interest among school children and their families in a personal savings plan through U.S. Savings Stamps and Bonds.

Ink, crayon, pencil, water color, and tempera may be used in posters, cartoons, or any style preferred, to portray the child's hopes for the future, based on regular habits of buying stamps and bonds. Materialistic or idealistic goals may be shown—a new camera or bicycle, funds for music lessons or college, a special vacation trip, or national security, world peace, or scientific progress. The children can really "let their imaginations go" while they illustrate their hopes for themselves or for others.

To publicize the art work of the school, and to spread the news of the benefits of a savings plan, it is hoped that community displays will be arranged. Five of the best pieces are to be selected and sent to the State Savings Bond Director, by February 2, 1954. At this level another selection will be made and sent to Washington, D.C. There, the Treasury Department will suitably recognize a representative national selection of the children's art work. Originality, appropriateness, and dramatic influence in the promotion of the Savings Bonds Program will determine the material selected at each level.

For additional information, write to Future Unlimited Art Project, U.S. Savings Bonds Division, the Treasury Department, Washington, D.C.

In New York City, a sixth-grade girl starts a step-by-step savings program to reach the art school which is her goal for the future.

For a Good Creative Readiness Program Use the . . .

FOLLETT PRIMARY KIT and EASEL

- For displaying pictures, classwork, art, etc.
- For use in teaching forms and shapes, likes and dislikes, size concepts
- For teaching counting, simple arithmetic, beginning reading and phonics
- For developing skill in following directions, expressing ideas, language growth, other learning activities

There are 391 realistic picture cards of familiar objects in the primary kit. Use them for all group readiness activities, by displaying and working with them on the easel. This easel has two workable sides—one with strip pockets for inserting material, the other with a Kling-Tite finish to which picture cards adhere.

Write Dept. H. for Further Information or send for Kit and Easel On Approval

Complete Set: $13.95

Follett Publishing Co.

1257 So. Wabash Ave. Chicago 5, Ill.

These excellent teaching pictures, every one a documentary photograph, size 11 x 8½, with interesting texts and check questions, have been purchased and acclaimed by leading educators and teachers from coast to coast.

TEXTS AND CHECK QUESTIONS ON BACK OF EACH PICTURE.

SELECTED AND PREPARED BY 87 U. S. EDUCATIONAL AUTHORITIES TO FIT THE PRESENT-DAY CURRICULUM IN THE FOLLOWING SOCIAL SCIENCE AREAS:

FOOD . . . SHELTER . . . CLOTHING . . . TRANSPORTATION . . . COMMUNICATION . . . CONSERVATION OF HUMAN RESOURCES . . . CONSERVATION OF NATURAL RESOURCES.

CREATIVE EDUCATIONAL SOCIETY, Mankato, Minnesota

Send today for descriptive material.

Send me description of Teaching Pictures

Name .....

Address .....

1-9-53

Pupils Easily Teach Themselves to Read with This Material!
SELF-TEACHING VOCABULARY UNITS
SELF HELP SEAT WORK IN READING FOR BEGINNERS

VOCABULARY SEAT WORK FOR SLOW PUPILS

Grade Level 1-0—1-8

In this piece of seat work, the pupil is given only five words at a time for word-and-picture matching, and he must match each one not once but ten times. Thirty words are included.

Easy Vocabulary. Six different lay-sheets, including dictionaries, and word-cards for cutting up. R982 . . . 60c . . . 3 sets for $1.48

SIX NEW SIX-PUPIL SETS

Each set has six lay-sheets, each with 14 words, and pictures, centering about a single topic, six dictionary cards, and six word-cards for cutting, with six envelopes for cut-up words, or 84 words per set, 504 basic vocabulary words in all. Each unit weighs 7 oz.

By Isabelle Long—Edited by James E. McDade

R1001	84 nouns	60c—3 for $1.48
R1002	70 nouns & plural forms	60c—3 for $1.48
R1003	84 verbs	60c—3 for $1.48
R1004	84 nouns	60c—3 for $1.48
R1005	84 nouns	60c—3 for $1.48
R1006	85 verbs	60c—3 for $1.48

INVENTORY TESTS OF THE NUMBER FACTS

They reveal the combinations the pupil does not know and make it possible for him to master the combinations on which he fails. Encourage success.

B104 Inventory test of the 100 addition facts 10c each, 85 doz.
B108 Inventory test of the 100 subtraction facts 10c each, 85c doz.
B112 Inventory test of the 100 multiplication facts 10c each, 85c doz.
B123 Inventory test of the 90 division facts 10c each, 85c doz.

Keys for above. Order at least one key for each test. 10c each, 3 for 25c.

85c PER DOZ. MIN. ORDER 4 DOZ. OF ANY COMBINATION

THE PLYMOUTH PRESS, 2921 West 63rd St. Chicago 29, Ill.

Playskool

America's first choice in educational toys

A quarter century ago, Playskool first conceived the idea of creating a complete range of toys designed to meet the different needs of different age groups. Ever since, Playskool has made educational toys and *only educational toys.*

This specialization is your assurance of the safest, most durable, most enjoyable blocks, peg sets, puzzle plaques and other coordination and manipulation toys that teach.

Write for free catalog of Playskool Educational Toys for children from 3 months to 9 years old.

Playskool Mfg. Co. Dept. I-1
1750 No. Lawndale Ave., Chicago 47, Ill.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Clip these coupons and send them in one envelope—with any required remittance—directly to *Coupon Service, THE INSTRUCTOR Magazine, Dansville, N.Y.*

Clip each coupon individually. Coupons on pages 102, 104, 106, 108, 109, 110, 112, 114, and 116.

FREE **EDUCATIONAL SERVICE, INC.** Please send me free descriptive literature on Steps to Mastery of Words for Reading and Spelling and the Strathmore Plan for Arithmetic and English, as described on Page 66.

Ins. 309

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **CHARLES BESELER COMPANY.** Please send me a free copy of your Vu-Lyte brochure entitled "Opening the Door to the Mind with Vu-Lyte."

Ins. 213

Name ..... Grade .....

Street or R.D. ..... School .....

City ..... Zone ..... State 9-53

FREE **BROAD HORIZONS.** Please send me a copy of this interesting booklet describing the history, editorial policy, and publications of the Grolier Society, Inc., the world's largest publisher of sets of reference books. (Only one copy to each reader.)

Ins. 96

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

FREE **WHEAT FLOUR INSTITUTE, Dept. 19.** Please send me FREE copy of new colorful authoritative "EAT TO LIVE A Long, Happy, Productive Life," foods and nutrition handbook and catalog of more than 30 teaching aids. I teach Jr. High ..... High S. ..... College .....

Ins. 280

Name ..... Title .....

School .....

City ..... Zone ..... State 9-53

FREE **CHILDREN'S PRESS.** Send me free information on how to make money for my Book Fair.

Ins. 466

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **SQUARE DANCE RECORDS FOR SCHOOL SQUARES.** I am very interested in the set of SCHOOL SQUARES records to teach square dancing, described on page 8. I am especially interested since they are made by a teacher for school use. Please send more information.

Ins. 467

Name .....

St. or R.D .....

City ..... Zone ..... State 9-53

FREE **ASSOCIATION FILMS.** Send free (except postage) 16mm sound film "How To Catch a Cold," on short-term loan. Date wanted: 1st choice .....; 2nd choice .....; 3rd choice ..... Also send ..... sets of "cold" posters; ☐ your free brochure of Health and Safety films.

Ins. 468

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **THE UNITED STATES BEET SUGAR ASSN.** Please send me a set of your free teaching unit on BEET SUGAR.

Ins. 4

Name .....

Street or R.D. .....

City ..... Zone ..... State 9-53

FREE **CUSHMAN & DENISON MFG. CO., Dept. 22.** Please send FLO-MASTER SCHOOL BULLETIN, showing many ways a teacher can use the FLO-MASTER FELT TIP PEN.

Ins. 377

Name ..... Grade .....

Street or R.D. ..... No. Pupils .....

City ..... Zone ..... State 9-53

Dear Miss Owen,

I'm writing to tell you how much my class enjoyed the folk songs you published each month. The music was simple enough for me to play and I enjoyed teaching them.

The two favorites of my second-grade class were "The Blue Tail Fly" and "Sweet Betsy from Pike."

I am looking forward to the folk songs you will print this coming school year.

Sylvia Rodsky, *Texas*

We are printing Miss Rodsky's letter for a special reason—to remind you that we are interested in knowing which folk songs you would like to see in *The Instructor*. Write your choice or choices on a postal card and send it along to us. Incidentally we enjoyed the folk songs, too, and hummed them continually.

★

Dear Miss Owen,

I am wondering how many of your subscribers take advantage of "Your Counselor Service." I have found this one department worth more than the cost of the magazine. Louise Oakley sent me a wealth of ideas and suggestions, plus a book list, to use with a pupil having a serious speech difficulty. Thanks to her help, the child is showing good progress.

Then I wrote to Glenn O. Blough for help on what to feed terrarium animals through the winter when insects and worms are not available. He mailed me an informative pamphlet and consequently our toads and salamanders are hale and hearty. These are only two examples but I cannot praise this department too highly.

Ethel Wilson, *New York*

We are certainly inclined to echo Miss Wilson's sentiments. In these days of high prices there are very few things that you get "for free," let alone the opportunity of asking counselors in nine different fields to help you with your classroom problems.

★

Dear Miss Owen,

The very best article of the year is "Every Child Is Superior" on page 60 of your June issue. It says "Specially for Rural Teachers," but I think it is for every teacher—for everyone who handles children.

If a timid child could be brought out early in life by showing he excels somewhere he would not grow up with an inferiority complex that is such a handicap throughout life.

Gretchen Wells made herself happy the way she handled this situation, but think what she did for the child that needed a lift! I wish I knew her address so that I could write and thank her for the article.

P.S. I write for most of the leading children's magazines and I feel I know children.

Helen C. Shoemaker, *California*

Here is a well-earned bouquet for Miss Wells. If you missed her article we suggest that you read it at the beginning of the school year. It is even more timely in September than in June.

★

Dear Miss Owen,

I have been teaching thirty-one years, all except three in rural schools. I have used *The Instructor* thirty-one years, also.

I get two copies of each issue, tear and clip each article, and file them under the proper month or subject. I have all the cover pictures that have been published so far. *The Instructor* is still my best teaching aid.

Mrs. Carolyn Stone, *Indiana*

Congratulations, Mrs. Stone, on a fine teaching record! We're also proud to be in your systematic files. It's really amazing how timeless some subjects are and it's also interesting to note changing trends. We enjoy hearing about time-and-labor-saving devices, so don't hesitate to share yours with us. We promise to pass them along, so watch this column.

★

Dear Miss Owen,

An elementary school songbook was published around 1908, called the *Century Song Book*. It included "The Brook Song," "Barefoot Boy," "Dan and Dimple," "Lend Him a Helping Hand," "Little Boy Blue," "Sunset Peace," "That's the Way for Billy and Me," and many others.

I have tried unsuccessfully to locate this book through second-hand book stores in large cities, public libraries (including the Library of Congress), and through teachers of that long-ago time. Perhaps you could try to locate those who might remember this book.

James W. Hill, *Ohio*

If you have a copy of this book and are willing to sell or lend it, write Mr. Hill, care of *The Instructor*, and we will gladly see that he gets your letter.

★

Dear Miss Owen,

We thought you might like to know that Oak Ridge High School celebrated the 100th Anniversary of Howard Pyle this spring. Our distinguished guest for three days was Frank E. Schoonover, the only living pupil of Howard Pyle's. Among the items which Mr. Schoonover sent us for an exhibit was the October 1942 issue of *The Instructor*, which had for its cover and art appreciation lesson, "Indian Sun Priest."

This item with the biographical sketch of Mr. Schoonover was very helpful to us, for one day we invited all the elementary school children in Oak Ridge to meet Mr. Schoonover. We used *The Instructor* to introduce Mr. Schoonover to the children. Mr. Schoonover told them how he got his Indian name. It was a gala time for us.

Anna E. Cebrat, *Tennessee*

When we get a letter like this it warms the cockles of our heart. Also, we want to pay tribute to the excellent school system at Oak Ridge, Tennessee, for the efforts of the teachers to give the children an enriched learning program. From time to time we receive evidences of their splendid school program and we are constantly being impressed with their efforts.

★

Dear Miss Owen,

In your column, "Talking It Over," June issue, you said that June 14 was Father's Day. I believe this is incorrect. Father's Day was June 21.

N. Siletnik, *New York*

Yes, sir, Mr. Siletnik, you are entirely right. Several other teachers also wrote us of our error; but even if we had the date wrong we think our sentiment was right.

$10.00 $110.00

YOU, TOO, CAN MAKE *Extra Money*

As Easily As These Folks Say!

Over $20 In One Day!
"I like to sell your greeting cards because I can make extra money and still care for my daughter. I have made over $20 in a day!" Mrs. A. B., Tenn.

Earned Over $100.00!
"Selling your greeting cards enabled my Sunday School to earn over $100.00 for our church building fund!" Mrs. T. C. D., Ga.

Earning Money For School!
"I have sold over $130 worth of your cards in spare time. This money will help send me through the University!" Miss A. G., Ky.

9 Years Old—And Making Money!
"I am nine years old and selling your cards is the only way a girl as little as I am can earn money and have fun!" Miss M. T., Colo.

Easiest Way To Earn Money!
"Selling these beautiful cards is the easiest way to earn money and make friends I know of. One lady bought $19 worth in one hour!" Mr. T. L., Texas

Cards Sell Themselves!
"Your greeting cards are so lovely they sell themselves. The extra money earned helps a lot with household expense!" Mrs. J. L., Mo.

ORGANIZATIONS! CHURCH GROUPS!
Easy to raise hundreds of dollars with this proven plan. Send for full facts and samples.

MAIL CERTIFICATE FOR SAMPLES NOW!

REPLACEMENT OR REFUND OF MONEY
Guaranteed by Good Housekeeping
IF NOT AS ADVERTISED THEREIN

You Don't Need Experience

Now! An amazing offer to prove how easy it is for you, too, to make extra money in a little spare time! Just send certificate. We'll rush Sample Outfit of 4 leading Christmas Card Assortments and Personalized Samples ON FREE TRIAL. Show them to friends. They'll buy our gorgeous 21-card $1 Assortment and other big values on sight. You make up to 100% profit—$50.00 cash quick and easy on 100 boxes. Name-Imprinted Christmas Cards *low as 3c apiece* and big line of new fast-sellers can double your earnings on every friendly call.

SEND NO MONEY! It costs you nothing to try. You can begin earning at once. Send certificate for your money-making FREE TRIAL Samples TODAY!

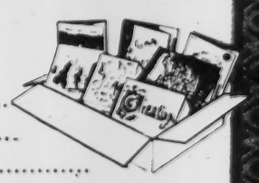
Artistic **CARD CO., INC.** 780 Way St., Elmira, New York

FREE TRIAL CERTIFICATE

ARTISTIC CARD CO., INC.
780 Way St., Elmira, New York

In Canada, write 103 Simcoe St., Toronto 1, Ontario

This entitles me to receive your Money-Making Kit including leading Assortments ON FREE TRIAL.



Name.....

Address.....

City & Zone..... State.....

If for an organization give its name:.....

THERE IS A FASCINATION in every page of Compton's fifteen volumes—for the slow student as well as the fast learner, whether in high school or in the elementary grades.

That is why COMPTON'S PICTURED ENCYCLOPEDIA is such a boon to teachers—a means of providing for individual differences and stimulating the learning processes of every member of the class.

After the first stop at Compton's invaluable Reference-Outlines and comprehensive Fact-Index, the class is on its way with an interesting new project. Watch your students as they eagerly gather facts and information from Compton's stimulating pictures, maps, and graphs and from the simple and readable text. Note how they acquire the zest for research as Compton's draws them further and further into their subject—whether it's a trip around the world or a study of ants or of atoms.

One experience like this will do more to explain Compton's leadership for over thirty years than all the facts about Compton's great 1953 edition, with its half-million words of newly written text and over a thousand new pictures, maps, and graphs.

When you see Compton's performing its magic under your direction you will join all the teachers and librarians who acclaim Compton's the finest..

COMPTON'S PICTURED ENCYCLOPEDIA

FIFTEEN LARGE VOLUMES

The Finest School Encyclopedia Ever Built

F. E. COMPTON & COMPANY · 1000 N. Dearborn Street · Chicago 10, Illinois